

ADA043913

LEADERSHIP MONOGRAPH SERIES

HC. 13

MONOGRAPH # 10

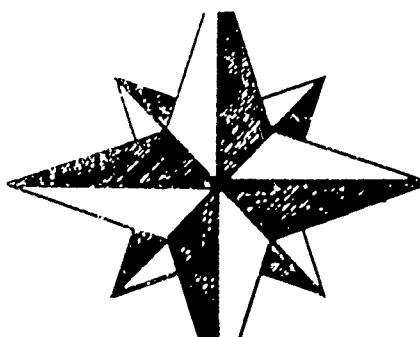
A SURVEY OF SOLDIERS' OPINION

APRIL 1977

LEADERSHIP FOR THE 1970s

卷之三

END FILE COPY



D D C
REF ID: A65194
SEP 9 1977
2017-07-12

U.S. ARMY ADMINISTRATION CENTER

STUDIES OF LEADERSHIP FOR THE PROFESSIONAL SOLDIER



DEPARTMENT OF THE ARMY
U.S. ARMY ADMINISTRATION CENTER
OFFICE OF THE COMMANDING GENERAL
FORT BENJAMIN HARRISON, INDIANA 46216

LEADERSHIP MONOGRAPH SERIES

INTRODUCTION

This monograph is a continuation of the series initiated by the Army War College as an outgrowth of the Leadership for the Seventies Study and work done by the CONARC Leadership Board. On 1 September 1974, responsibility for this series was transferred to the U.S. Army Administration Center.

The Leadership Monograph Series is dedicated to keeping Army leaders informed on a broad range of pertinent findings and techniques of leadership and management.

The survey of soldiers' opinions presented in this monograph provides an opportunity to think afresh about their attitudes towards duty time, work, and training, job satisfaction, and work ethic within which the soldiers spend their duty time.

The views expressed in this publication are those of the authors and not necessarily those of the Department of Defense, the Department of the Army, or the U.S. Army Administration Center.

Your comments, criticisms and contributions, which would be beneficial in improving this publication, as well as identifying future topics for consideration, are welcome. Correspondence should be addressed to this Headquarters, ATTN: ATZI-CD.

William L. Mundie
WILLIAM L. MUNDIE
Major General, USA
Commanding

U.S. ARMY ADMINISTRATION CENTER
LEADERSHIP MONOGRAPH SERIES

MONOGRAPH #10

A SURVEY OF SOLDIERS' OPINIONS

by

JAMES A. CAVINESS, Ph.D.

ROBERT S. NEILSON, MAJ

APRIL 1977

ACQUISITION for	
NTIS	White Section <input checked="" type="checkbox"/>
DEC	Buff Section <input type="checkbox"/>
SP-2000	<input type="checkbox"/>
SP-2001	<input type="checkbox"/>
<i>filler page file</i>	
BY	
DISTRIBUTION/AVAILABILITY CODES	
REF.	AVAIL. 1 2 3 4 5 6 7 8 9 10
A	

1

DISTRIBUTION STATEMENT A	
Approved for public release	
Distribution Unlimited	

CONTENTS

INTRODUCTION	1
ACKNOWLEDGEMENTS	3
BACKGROUND	4
PURPOSE	5
METHOD	6
RESULTS AND ANALYSES	12
CONCLUSIONS	73
SUMMARY	76
ANNEX A	78

ACKNOWLEDGEMENTS

The effective contributions of LTC Frank J. Shaver, MAJ Frank X. Quinn, CPT Jack C. Coleman, CPT Lawrence D. Garrett, CPT Ivan F. Lamb, and LT Gregory A. Nolin to the completion of data collection are recognized with thanks. The assistance and helpful suggestions of CPT William S. Pettit, III, USAR, LT Brad M. Beasley, Corinne Bollmeier, Philip Lin, and Edie Dyer, are appreciated. Special grateful recognition is given to Jamine Caviness and Alys Caviness for the timely compilation of data for this monograph. Thanks also are expressed to LTG Robert M. Shoemaker, MG Julius W. Beeton, Jr., MG John R. D. Cleveland, MG William W. Palmer, MG George S. Patton, MG Roscoe Robinson, MG William L. Webb, BG James H. Patterson, and COL J. H. Heatherly for their support of the survey.

BACKGROUND

This monograph describes a survey of soldiers' opinions. The survey began with a need to take a timely look at time utilization and training practices. The effort has ended with giving the results of the survey to the Army. In between, the survey faced the dilemma of the orderly gathering of information.

The use of the Survey Opinion Questionnaire served to bring the topics into focus, and the questionnaire carried a request for the respondents to answer now. Unfortunately, the focus and the request did not solve all of the problems. Questionnaires may meet with a need to answer, a need to not answer, or a need to equivocate. Answers may represent consensus or aberration. The science of dealing with the problems of gathering information is survey research.

In surveying, the art of asking questions is guided by logic and statistics: A good question, in an interview or in a questionnaire, is a question that elicits an answer that logically relates to the question and that statistically relates to the answers given by other respondents. If a sufficient number of good questions is asked of an adequate sample of respondents, (individual) subjective opinion can become (collective) objective fact.

Sampling is the art of designating an adequate number of respondents (somewhere between the extremes of asking-just-one-person and of asking-every-last-person). Sampling is the process of drawing a part (or sample) of a population. The sample, by some rationale, is assumed to be representative of the whole population, so that what is true of the sample will thus be true for the population.

In surveying opinions, being successful is neither the natural consequence of hard work, nor is it solely attributable to good luck. Success, when it comes, testifies to the reality of the respondents' desire to use the survey as a voice.

PURPOSE

The purpose of the survey research was to collect and display opinions that soldiers have about their duty. Analogous to the leadership model of "leader-lead-situation," the concept of duty is "worker-work-situation," i.e., the soldier, his assigned duty, and his working environment. The concept was useful in the selection and development of questions. Questions were asked to elicit opinions on these aspects of duty: (a) the soldier's attitude towards himself and his preparation (his individual and collective training), (b) the soldier's attitude towards his duty (his performance and his job satisfaction), and (c) the attitudes of the soldier's milieu, (the work ethic within the Army).

The research objectives were two: First, to provide a current (October 1976) reading of soldiers' opinions; and second, to describe the relationship of opinions to rank and to unit type.

METHOD

The survey was developed to gather opinions that soldiers have about their duty. Technical problems derived from the need to focus the topics and to limit the number of respondents without loss of the true picture. The survey research comprised these methodological tasks: First, the questionnaire; second, the controlled sample; third, the conduct of the survey; and fourth, the analysis of collected data to show a meaningful conclusion.

The Questionnaire

A questionnaire was developed to focus attention on specific topics and to elicit opinions that soldiers have about their duty. The questions were designed to be indices of job satisfaction, training priorities, and work ethic.

a. Two examples of job satisfaction are:

31. YOU FEEL THAT YOUR JOB IS IMPORTANT. YOU TAKE PRIDE IN YOUR JOB. YOUR JOB MAKES GOOD USE OF YOUR ABILITIES.
32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.

b. Two examples of work ethic items are:

44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.
45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.

c. Two examples of training emphases items are:

17. THE TRAINING CONDUCTED IN YOUR ORGANIZATION IS CHALLENGING AND WORTHWHILE.
22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

The Questionnaire Sources

Questionnaire items were taken from eleven sources, nine of which were U.S. Army surveys; the remaining two were a Danish Army survey and a survey developed at the University of Minnesota, supported by the Office of Naval Research:

ATTITUDE AND MOTIVATIONS, INTERVIEW FINDINGS (NW AYER, 1976)
GENERAL ORGANIZATION SURVEY (OETC, 1973)
JOB SATISFACTION SURVEY (ADMINCEN - 1976)
MEASUREMENT OF ATTITUDES (DANISH ARMY, 1974)
MEASUREMENT OF EMPLOYEE ATTITUDES (U OF MINN, 1971)
NCO OPINION SURVEY (USAREUR, 1975)
OPINION SURVEY (NW AYER, 1971)
ORGANIZATIONAL DIAGNOSTIC SURVEY (ARI, 1976)
ORSA QUESTIONS (TRADOC, 1976)
SURVEY FEEDBACK PROJECT (USAREUR, 1974)
TRAINING MANAGEMENT SURVEY (BDT, 1971)

Items from these sources were screened for relevancy, and revised towards consistency in style and format. The resultant questionnaire had 49 items. Three of the items asked rank, duty assignment, and unit type. The final question was open-ended. Thirty-one of the items were in 5-point scale format. The remaining 14 items were in various formats. The questionnaire is reproduced as Annex A.

The questionnaire was reviewed at ADMINCEN and TRADOC, and field tested at the G3/S3 Conference (30 respondents) at FORSCOM HQ in September 1976.

The Controlled Sample:

The goal in sampling was to be economic, to avoid the excess of asking every soldier what he thinks. The technical problem in sampling was to have the smaller number of respondents be representative of the population of soldiers in TO&E units. Three sampling guides were used: First, the respondents would come from diverse locations; second, the sample would include representation from combat, combat support and combat service support personnel; third, all ranks, exclusive of general officers, would receive questionnaires.

Geographic locations: The questionnaire was distributed in CONUS and USAREUR in October 1976. The units were:

<u>USAREUR</u>	<u>FORT CARSON</u>	<u>FORT BRAGG</u>
9TH INF DIV	4TH INF DIV (MECH)	82D ABN DIV
1ST ARMD DIV	ENG CONSTRUCTION BN	
32D ADA BDE	ADM PLAT	
2D ARMD CAV REG	REPAIR PARTS CO	
3D INF DIV	TRUCK CO	
V CORP HQ	MI CO	
<u>FORT HOOD</u>	<u>FORT KNOX</u>	
ARMD DIV (DIVIDED 2D AD & 1ST CAV)	194 ARMD TNG BDE	
AIR CAVALRY COMBAT BRIGADE		
ENG CONSTRUCTION BN		
REPAIR PARTS SUPPLY CO		
TRANS CO (MEDIUM)		
TRUCK CO (PETROLEUM)		
MI CO		

Unit Types: The questionnaire was given to TO&E divisional and non-divisional units:

<u>DIVISIONAL UNITS</u>	<u>NONDIVISIONAL UNITS</u>
HHC	
MP CO	ARMD CAV SQD, ARMD CAV REG
AVN CO	ADA BDE
SIGNAL CO	CMBT AVIATION GP
ENG BN	AIR CAVALRY COMBAT BDE
BDE HHC	ENG CONSTR BN
ARMD CAV SQD	ENG ADM PLT
DIV ARTY	REPAIR PARTS SUPPLY CO GS
ADA BN	TRANS MEDIUM TRUCK CO (PETROL)
SPT CMD	MI CO
DIV MMC	SIGNAL CABLE CONSTRUCTION BN
INF BN	
TNK BN	

Rank: The questionnaire was given to 2,674 persons in ranks E-1 through O-6:

<u>RANK AGGREGATES</u>	<u>QUESTIONNAIRES</u>
Field Grade Officers	117
Company Grade Officers	348
Warrant Officers	45
Senior NCOs	323
Junior NCOs	719
Enlisted Soldiers	1122

Validity: A sampling process is successful to the extent that it gathers data that are representative (true) of the total population. No sampling process guarantees success. A random sample, drawn when every person has an equal and independent chance of inclusion, if large enough, by statistical theory, is supposed to avoid bias and to approximate truth. A proportional sample tries to approximate truth by including all classes of subgroups in the proportions that they exist in the population. In controlled sampling, the population is stratified into categories, each of which is then sampled.

The survey research used a controlled sampling technique by acknowledging the stratification of the population (U.S. Army) into TO&E type designations. TO&E structures were broken down into type subelements, each of which was sampled by duty assignments and by rank designations. For example, in an AIR CAV TRP of an ARMD CAV SQDN (TOE 17-1084) of an armored division, the following subelements, duty assignments, and ranks were sampled:

E5	TROOP HQ - UNIT CLERK
03	FLIGHT OPERATION SECTION - FLT OP OFFICER
03	SERVICE PLATOON, PLATOON COMMANDER
E6	SERVICE PLATOON, MAINTENANCE SECTION - UH-1 TECH INSP
E3	SUPPLY SECTION (GENERAL) - SUPPLY MAINT
E7	AERO SCOUT PLATOON, PLATOON HQ - PLT SGT
WO	AERO SCOUT PLATOON, AERO SCOUT SECTION - PILOT OH-58
03	AERO RIFLE PLATOON, PLATOON HQ - PLT CDR
E5	AERO RIFLE PLATOON, AERO RIFLE SQUADRON - TM LDR
WO	AERO WEAPONS PLATOON, PLATOON SQ - RW INSTR PILOT
02	AERO WEAPONS PLATOON, AERO WEAPONS SECTION - TM LDR

The intent was to enhance the representativeness of the sample of U.S. Army soldiers by assuring that both differing unit types and differing subelements as well as various ranks and various duty assignments be recognized and given a voice.

The conduct of the survey.

Fielding of the survey involved delivery and pickup of the questionnaires in USAREUR 22 Sep and 7 Oct 76; Ft. Carson 29 Sep and 15 Oct 76; Fort Bragg 12 Oct and 2 Nov 76; Fort Hood 13 Oct and 4 Nov 76; and Fort Knox 21 Oct and 1 Nov 76. The purpose and nature of the survey were described and individual interviews conducted with division commanders, assistant division commanders, brigade commanders and battalion commanders. Company commanders, platoon leaders, first sergeants, platoon sergeants, and enlisted soldiers were interviewed in small groups of each type.

At each site, the sampling process was described and respondents were designated by unit, by subelement, by duty assignment, and by rank. (Each type section or squad was sampled). Assurance was given that neither individual nor unit would be identified in the survey report.

Commanders were promised (and later given) a copy of the results of the questionnaire, tabulated for the total sample.

RESULTS AND ANALYSES

Of the 2,674 questionnaires returned, 2,382 were analyzed. The 10 percent difference represents not so much a failure to return questionnaires, but rather, failure to complete the questionnaires properly. (Most of the losses were from enlisted soldiers, E1-E4.)

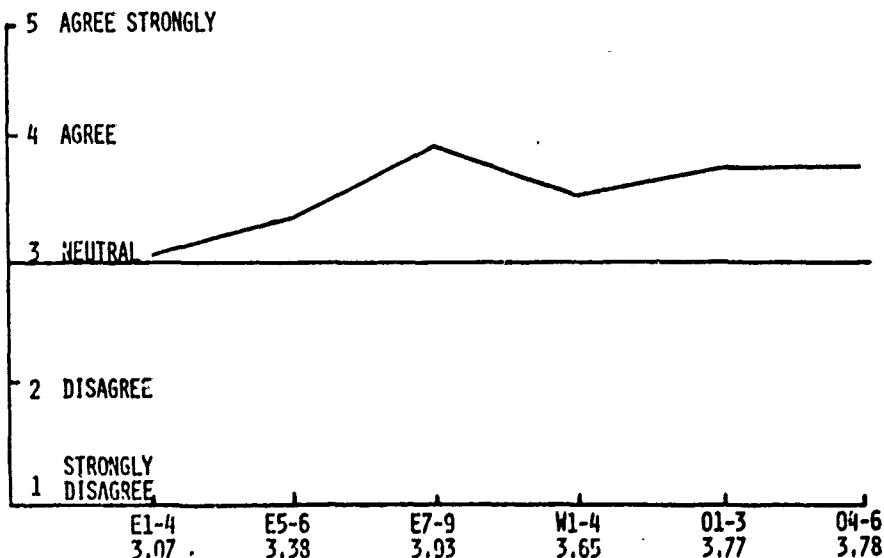
The basic data to be presented are those reflecting the opinions of the total sample. Each question will be stated in turn with a summary descriptive statistic for the total sample. Then, descriptive statistics will be presented that reflect the analyses of data categorized in terms of unit types and ranks. Finally, data will be presented that show uniformity of responses across subsamples and sensitivity of the questionnaire across paired questions.

The Analyses.

The analyses were limited to descriptive statistics: frequency counts, percentages, and averages. Many of the items were merely tabulated or rank ordered. The 31 attitudinal items provided a richness for producing meanings by various analyses. For these analyses, the scale values have been reordered (when necessary) so that 5 points are the anchor of relatively positive attitudes and 1 point is the anchor of relatively negative attitudes. Data points are entered in terms of the mean scale value for the group designated, i.e., 3.06 for enlisted soldiers, E1-E4. Using question 32 as a model, the following graphs illustrate the analyses:

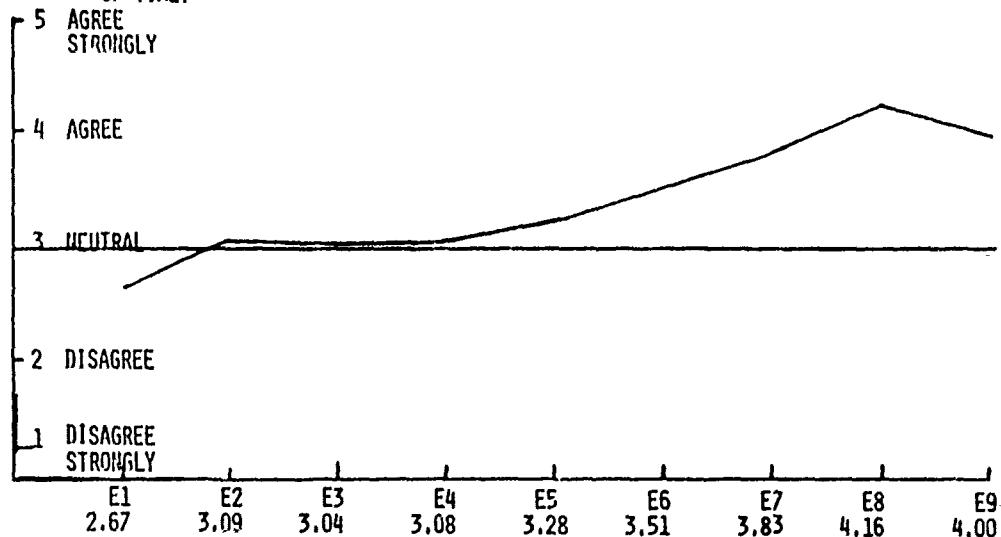
a. By rank aggregates (enlisted soldiers, E1-E4; Jr. NCOs, E5-6; Sr NCOs, E7-9; warrant officers, W1-4; company grade officers, O1-3; field grade officers, O4-6):

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.



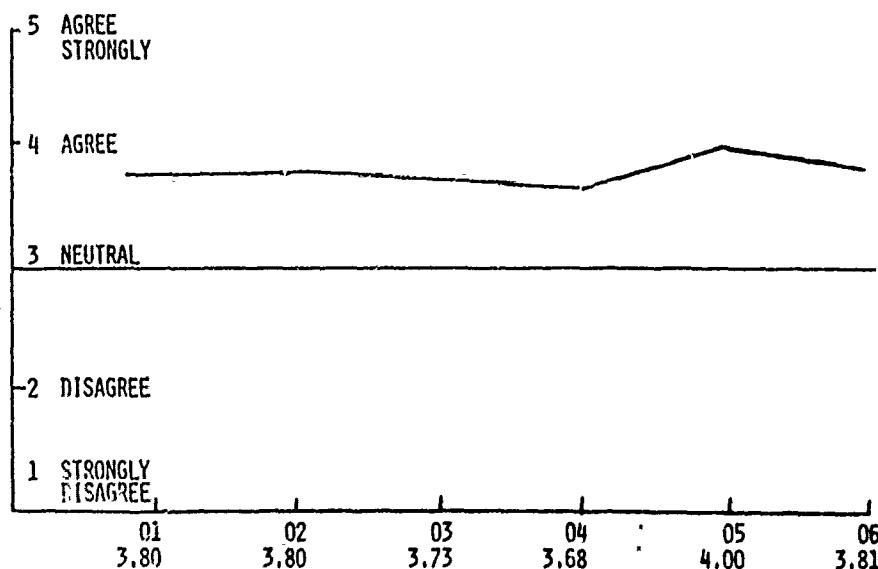
b. By Enlisted ranks (E1-E9):

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.

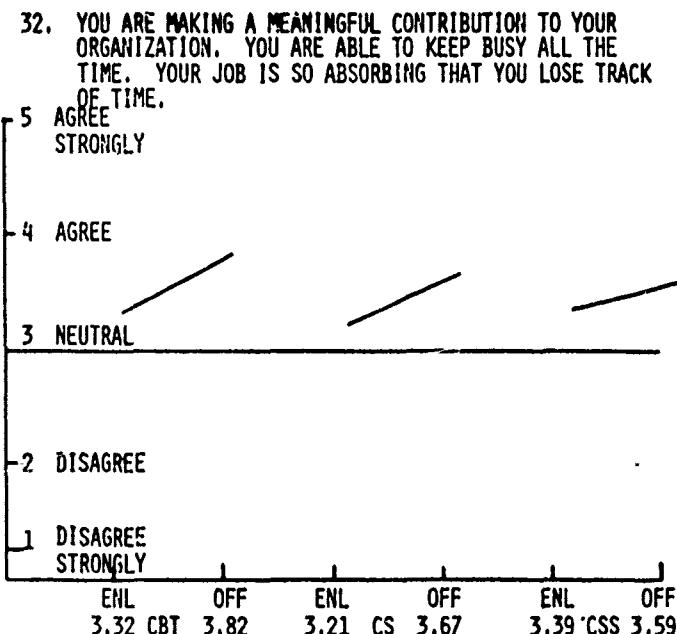


c. By commissioned ranks (01-06):

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.



d. By rank (enlisted and officer personnel) and by unit category (combat, combat support, and combat service support):



e. By unit types:

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.

UNIT TYPE	MEAN SCALE VALUE
MP	3.61
ADA	3.60
MECH INF	3.58
S&T	3.53
FA	3.47
AV	3.43
MAINT	3.41
INF	3.41
AR	3.39
ENG	3.27
MED	3.24
SIG	3.13
AR CAV	3.10

First Analysis: the Total Sample.

The following data reflect the expressed opinions of the total sample. The data were arranged into three categories: the Training (information) items, Personnel Utilization items, and Duty (attitudinal) items.

Training (information) items.

Seven of the questionnaire items were designed to produce a rank ordering of alternatives that would carry information about training practices, emphases, and priorities. In each case, the alternatives have been reordered, in descending order of preference. (Items with an * show frequency numbers that reflect up to 3 times the sample size because each respondent was given an opportunity to use these choices). These items are as follows:

*5. THE MOST USEFUL AIDS TO TRAINING ARE:

	Frequency of Response
Correspondence courses	960
ARTEPS	738
Field Manuals	734
"How To" Manuals	638
Simulators	551
Soldiers Manuals	446
Users Manuals	433
Other training devices	392
Training Circulars	342
REALTRAIN	314
Other	267
TEC	225
Sub-caliber devices	137
SCOPES	52

*4. THE GREATEST OBSTACLES TO TRAINING ARE:

	Frequency of Response
Personnel turbulence and under-staffing	889
Command directed activities	774
Resource (money, fuel, ammo) constraints	762
Post support requirements	726
Inadequate training management	719
Shortage of capable NCOs	647
General administration	563
Maintenance	555
People programs	425
Shortage of training areas	310
Other	169

48. IF YOU COULD CHANGE THE ARMY TODAY, WHO DO YOU THINK SHOULD MANAGE YOUR INDIVIDUAL TRAINING?

	Frequency of Response
NCO chain-of-command	633
Full time training manager at company	464
Yourself	367
Unit Commander	347
Battalion training manager and company training manager	286
Full time training manager at battalion	106
Battalion S/3s	77

*9. THE ACTIVITIES YOU SPEND THE MOST TIME ON ARE:

Frequency of Response	
Vehicular or weapon system maintenance	1201
Unit operational missions	1042
Unit administration	731
Post or installation support	664
Individual, squad or team training	658
Command inspection	628
Physical training	558
Platoon, company or battalion training	219
Drug/alcohol abuse prevention or control	216
Other	183

*8. THE ACTIVITIES MOST IMPORTANT TO YOU ARE:

Frequency of Response	
Individual, squad or team training	1285
Vehicular or weapon system maintenance	1087
Unit operational missions	1042
Platoon, company or battalion training	664
Physical training	612
Unit administration	611
Community relations	415
Drug/alcohol abuse prevention or control	397
Post or installation support	292
Command inspection	194
Other	149

*7. THE ACTIVITIES MOST IMPORTANT TO YOUR SUBORDINATES ARE:

	Frequency of Response
Individual, squad or team training	1224
Vehicular or weapon system maintenance	880
Unit operational missions	879
Physical training	603
Platoon, company or battalion training	586
Unit administration	573
Community relations	419
Drug/alcohol abuse prevention or control	389
Post or installation support	347
Command inspection	274
Other	183

*6. THE ACTIVITIES MOST IMPORTANT TO YOUR SENIORS ARE:

	Frequency of Response
Vehicular or weapon system maintenance	1270
Unit operational missions	998
Individual, squad or team training	646
Physical training	644
Command inspection	626
Post or installation support	602
Platoon, company or battalion training	595
Unit administration	537
Drug/alcohol abuse prevention or control	531
Community relations	252
Other	122

Personnel utilization items.

Seven of the questionnaire items were designed to get at how well duty time is used and how much the respondent feels is expected of him. These seven items were made in differing formats and yielded a mix of responses. The questions reflect a clear statement of what the respondents in the survey had to say. The seven items are as follows:

12. DO YOU FIND ANY TIME DURING THE WORK DAY WHEN YOU ARE DOING VERY LITTLE WORK OR TRAINING?

	Number of Responses	% of Total Responses
Normally more than half of each day	241	10.3
Normally an hour or more a day	402	17.2
Sometimes an hour or more a day	568	24.3
Normally less than an hour a day	1115	47.8

29. DO YOU FEEL THAT YOUR JOB COULD BE DONE BY A LESS EXPERIENCED, LOWER GRADE, OR LESS QUALIFIED PERSON?

	Number of Responses	% of Total Responses
Yes	382	16.0
No	1285	53.9
Only after OJT	630	26.4

43. IN YOUR OPINION, DO YOUR LEADERS EXPECT....?

	Number of Responses	% of Total Responses
More of you than possible	495	20.8
Most of your capability	1527	64.1
Less than your capability	246	10.3
Very little of you	54	2.3
Nothing of you	12	.5

46. DO YOU KNOW WHAT IS EXPECTED OF YOUR MOS?

	Number of Responses	% of Total Responses
Yes	2190	91.9
No	152	6.4

47. DOES YOUR SUPERVISOR KNOW WHAT IS EXPECTED OF YOUR MOS?

	Number of Responses	% of Total Responses
Yes	1993	83.7
No	321	13.5

10. WHAT IS YOUR GENERAL IMPRESSION OF HOW WELL YOUR UNIT IS TRAINING FOR YOUR MISSION?

	Number of Responses	% of Total Responses
Totally inadequate	203	8.6
Marginal	478	20.2
Adequate	641	27.1
Good	728	30.8
Excellent	299	12.7

11. HOW WELL ARE YOU TRAINED TO ACCOMPLISH YOUR MISSION?

	Number of Responses	% of Total Responses
Totally inadequate	111	4.7
Marginal	222	9.3
Adequate	497	20.9
Good	926	38.9
Excellent	603	25.3

Duty (attitudinal) items.

Thirty-one of the questionnaire items were designed to produce mean (average) scale values, ranging from 1 to 5, that reflect positive or negative attitudes about duty time. In all cases, the computations yield scores where numbers above 3 (neutral) are (relatively more) positive and numbers below 3 are (relatively more) negative. The first six of these, as they are presented, indicate negative attitudes and bring focus on areas where opinion warrants consideration.

a. The following items show relatively negative attitudes:

40. TODAY'S SOLDIERS BELIEVE THAT THE ARMY INVITES RIP-OFF OR GOOF-OFF. IT IS POPULAR TO WORK AS LITTLE AS POSSIBLE - YOU STILL GET THE SAME BENEFITS.

Mean Scale Value 2.64

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

Mean Scale Value 2.70

24. YOU SPEND DUTY TIME DOING THINGS THAT YOU THINK SHOULD NOT BE A PART OF YOUR DUTY ASSIGNMENT.

Mean Scale Value 2.76

27. TO WHAT EXTENT WOULD YOU BE WILLING TO ACCEPT A RANDOM (CHANCE) ASSIGNMENT TO ANOTHER JOB?

Mean Scale Value 2.87

21. THERE ARE SO MANY MANDATORY TRAINING REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

Mean Scale Value 2.97

25. THE EQUIPMENT AND RESOURCES YOU NEED TO BE COMBAT READY/EFFECTIVE ARE AVAILABLE, ADEQUATE, EFFICIENT, AND WELL-MAINTAINED.

Mean Scale Value 2.97

b. The following items show relatively positive attitudes.

17. THE TRAINING CONDUCTED IN YOUR ORGANIZATION IS CHALLENGING AND WORTHWHILE.

Mean Scale Value 3.02

19. SUFFICIENT RESOURCES AND EFFECTIVE TRAINING AIDS ARE AVAILABLE FOR USE IN YOUR ORGANIZATION.

Mean Scale Value 3.12

13. YOUR UNIT IS SO BUSY, YOU COULDN'T DO ANY MORE MEANINGFUL TRAINING OR WORK IN A NORMAL DAY.

Mean Scale Value 3.14

18. YOUR UNIT TRAINING MAKES MAXIMUM USE OF REALISTIC PROBLEM OR COMBAT SITUATIONS.

Mean Scale Value 3.17

37. TO WHAT EXTENT DO SOLDIERS TRY TO DO THE BEST JOB THEY CAN?

Mean Scale Value 3.26

28. YOU HAVE TO LOOK BUSY WHEN THERE ISN'T ENOUGH TO DO. JOBS IN YOUR ORGANIZATION ARE BORING.

Mean Scale Value 3.30

20. THE TRAINING RECEIVED BY MEMBERS OF YOUR ORGANIZATION HELPS TO ACCOMPLISH THE MISSION OF THE ORGANIZATION AND HELPS TO MAKE EACH INDIVIDUAL AWARE OF THE IMPORTANCE OF HIS JOB.

Mean Scale Value 3.34

16. THE COMMANDER HAS THE FLEXIBILITY TO MAKE QUICK CHANGES TO THE TRAINING SCHEDULE TO TAKE ADVANTAGE OF SPECIAL OPPORTUNITIES.

Mean Scale Value 3.38

15. MOST MEMBERS OF YOUR ORGANIZATION ARE WORKING IN THE JOB AREAS FOR WHICH THEY WERE TRAINED.

Mean Scale Value 3.39

41. THERE IS A SPIRIT OF COOPERATION BETWEEN PEOPLE IN YOUR ORGANIZATION.
YOU ARE ABLE TO SEE HOW YOUR WORK FITS INTO THE TOTAL OPERATION.
Mean Scale Value 3.43

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION.
YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING
THAT YOU LOSE TRACK OF TIME.
Mean Scale Value 3.44

36. TO WHAT EXTENT DO NCOs DO THE BEST JOB THEY CAN?
Mean Scale Value 3.53

30. YOUR INTEREST IN YOUR WORK INCREASES THE LONGER YOU HOLD YOUR JOB.
YOU FIND YOUR WORK SATISFYING AND CHALLENGING.
Mean Scale Value 3.55

23. HOW DO YOU FEEL ABOUT THE WAY YOU SPEND YOUR TIME ON DUTY?
Mean Scale Value 3.56

35. TO WHAT EXTENT DO OFFICERS DO THE BEST JOB THEY CAN?
Mean Scale Value 3.64

42. YOUR SUPERVISOR PERSONALLY COMMENDS OUTSTANDING PERFORMANCE AND
CORRECTS BEHAVIOR IF PERFORMANCE IS POOR.
Mean Scale Value 3.72

38. THE GROUP YOU WORK WITH ENCOURAGES SUPERIOR PERFORMANCE.
Mean Scale Value 3.77

26. TO WHAT EXTENT DO YOU FEEL THAT YOUR SUPERIORS RESPECT YOU FOR
YOUR WORK?
Mean Scale Value 3.82

31. YOU FEEL THAT YOUR JOB IS IMPORTANT. YOU TAKE PRIDE IN YOUR JOB.
YOUR JOB MAKES GOOD USE OF YOUR ABILITIES.
Mean Scale Value 3.87

c. The remainder of the items show clearly positive attitudes.

14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU.

Mean Scale Value 4.07

45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.

Mean Scale Value 4.08

39. IN THE COURSE OF YOUR DAY, DO YOU WORK WITHIN DIFFERENT GROUPS?

Mean Scale Value 4.14

44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.

Mean Scale Value 4.20

34. DO YOU FEEL LIKE DOING YOUR BEST?

Mean Scale Value 4.33

33. HOW DO YOU TREAT YOUR EQUIPMENT?

Mean Scale Value 4.36

Second Analysis: the Pay Grades.

The second analysis of data reflects the respondent's opinions, categorized by pay grades. These analyses go beyond the descriptive statistics on the total sample by providing a description of the differences in opinion that are related to rank (or its possible confounding variables, age or time in service). Only those questionnaire items that show a differential breakdown by rank will be presented; for those not presented, the descriptive statistics of the total sample as a group (reported in the First Analysis section) serve to convey the opinion of the respondents. For example, in the question (12) DO YOU FIND ANY TIME DURING THE WORK DAY WHEN YOU ARE DOING VERY LITTLE WORK OR TRAINING?, the plurality for every pay grade (E1 - O6) was a, "normally less than an hour a day"; no rank deviated from that index.

Differential breakdown by rank comes in two forms: First, the ranks simply may not agree. This can happen on any of the questions. For example, on the question (48), IF YOU COULD CHANGE THE ARMY TODAY, WHO DO YOU THINK SHOULD MANAGE YOUR INDIVIDUAL TRAINING?, the clear pluralities of pay grades E2 through E7 were with response f, "NCO chain-of-command." E8's picked response a "full time training manager at company" over response f, and E9s picked response e "unit commander" over response f.

A second form of differential breakdown by rank is where there is a clear relationship of responses to increase in rank. The clearest examples of "correlational" breakdown come in attitudinal or scaled items.

Training (informational) items and Personnel Utilization items.

The questions asking about personnel utilization and the obstacles to, aids to, and priorities of training did not show a regular pattern of responses in terms of specific pay grade categories. The pattern of frequencies or percents for each response does not have a single summary statistic (like mean scale value) for each question, therefore, there is no single index to chart for each rank grouping. However, six informational items (including 48 above) did yield some clear exceptions in responses.

QUESTION 5, THE MOST USEFUL AIDS TO TRAINING, showed the plurality for the total sample to be a "Correspondence courses." The ranks that deviated from a plurality for a are: E8, "Field Manuals;" and E9, O1, O2, O3, and O4, "ARTEPS."

QUESTION 6, ACTIVITIES MOST IMPORTANT TO YOUR SENIORS, showed the plurality for the total sample to be a "Vehicular or weapon system maintenance." The only rank that clearly deviated from a plurality for a was 06 ("Unit operational missions").

QUESTION 7, ACTIVITIES MOST IMPORTANT TO YOUR SUBORDINATES, showed the plurality for the total sample to be c "Individual, squad, or team training." The only rank that clearly deviated from a plurality for c was E2 ("Vehicular or weapon system maintenance").

QUESTION 8, ACTIVITIES MOST IMPORTANT TO YOU, showed the plurality for the total sample to be c "Individual, squad, or team training." The only rank to clearly deviate from a plurality for c was 03 ("Unit operational missions").

QUESTION 9, ACTIVITIES YOU SPEND THE MOST TIME ON, showed the plurality for the total sample to be a "Vehicular or weapon system maintenance." Ranks E7, E8, E9, 03, 05, and 06 gave a larger number of responses for "Unit operational missions."

Duty (Attitudinal) Items by Enlisted and Commissioned Ranks.

The thirty-one items designed to produce mean scale values that reflect positive or negative attitudes toward duty time (training, job satisfaction, and work ethic) did not equally produce rank differences. The following items produced no appreciable mean scale value differences, enlisted vs commissioned ranks: 13, 14, 18, 24, 25, 33, 36, and 38.

Three of the attitudinal items produced differences where the enlisted soldiers had more positive attitudes (on the average) than did the commissioned officers. These items and the mean scale values are:

16. THE COMMANDER HAS THE FLEXIBILITY TO MAKE QUICK CHANGES TO THE TRAINING SCHEDULE TO TAKE ADVANTAGE OF SPECIAL OPPORTUNITIES.

Enlisted Soldiers 3.40	Commissioned Officers 3.29
------------------------	----------------------------

21. THERE ARE SO MANY MANDATORY TRAINING REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

Enlisted Soldiers 2.99	Commissioned Officers 2.87
------------------------	----------------------------

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

Enlisted Soldiers 2.75	Commissioned Officers 2.50
------------------------	----------------------------

The remainder of the items produced differences where commissioned officers had the more positive attitudes (on the average). These items and their mean scale values are:

15. MOST MEMBERS OF YOUR ORGANIZATION ARE WORKING IN THE JOB AREAS FOR WHICH THEY WERE TRAINED.
Enlisted Soldiers 3.33 Commissioned Officers 3.56
17. THE TRAINING CONDUCTED IN YOUR ORGANIZATION IS CHALLENGING AND WORTHWHILE.
Enlisted Soldiers 2.97 Commissioned Officers 3.16
19. SUFFICIENT RESOURCES AND EFFECTIVE TRAINING AIDS ARE AVAILABLE FOR USE IN YOUR ORGANIZATION.
Enlisted Soldiers 3.09 Commissioned Officers 3.21
20. THE TRAINING RECEIVED BY MEMBERS OF YOUR ORGANIZATION HELPS TO ACCOMPLISH THE MISSION OF THE ORGANIZATION AND HELPS TO MAKE EACH INDIVIDUAL AWARE OF THE IMPORTANCE OF HIS JOB.
Enlisted Soldiers 3.31 Commissioned Officers 3.46
23. HOW DO YOU FEEL ABOUT THE WAY YOU SPEND YOUR TIME ON DUTY?
Enlisted Soldiers 3.53 Commissioned Officers 3.66
26. TO WHAT EXTENT DO YOU FEEL THAT YOUR SUPERIORS RESPECT YOU FOR YOUR WORK?
Enlisted Soldiers 3.74 Commissioned Officers 4.04
27. TO WHAT EXTENT WOULD YOU BE WILLING TO ACCEPT A RANDOM (CHANCE) ASSIGNMENT TO ANOTHER JOB?
Enlisted Soldiers 2.77 Commissioned Officers 3.19
28. YOU HAVE TO LOOK BUSY WHEN THERE ISN'T ENOUGH TO DO. JOBS IN YOUR ORGANIZATION ARE BORING.
Enlisted Soldiers 3.18 Commissioned Officers 3.74

30. YOUR INTEREST IN YOUR WORK INCREASES THE LONGER YOU HOLD YOUR JOB.
YOU FIND YOUR WORK SATISFYING AND CHALLENGING.

Enlisted Soldiers 3.50 Commissioned Officers 3.66

31. YOU FEEL THAT YOUR JOB IS IMPORTANT. YOU TAKE PRIDE IN YOUR JOB.
YOUR JOB MAKES GOOD USE OF YOUR ABILITIES.

Enlisted Soldiers 3.82 Commissioned Officers 3.98

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION.
YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING
THAT YOU LOSE TRACK OF TIME.

Enlisted Soldiers 3.34 Commissioned Officers 3.77

34. DO YOU FEEL LIKE DOING YOUR BEST?

Enlisted Soldiers 4.28 Commissioned Officers 4.49

35. TO WHAT EXTENT DO OFFICERS DO THE BEST JOB THEY CAN?

Enlisted Soldiers 3.58 Commissioned Officers 3.83

37. TO WHAT EXTENT DO SOLDIERS TRY TO DO THE BEST JOB THEY CAN?

Enlisted Soldiers 3.23 Commissioned Officers 3.33

39. IN THE COURSE OF YOUR DAY, DO YOU WORK WITHIN DIFFERENT GROUPS?

Enlisted Soldiers 2.66 Commissioned Officers 3.08

40. TODAY'S SOLDIERS BELIEVE THAT THE ARMY INVITES RIP-OFF OR GOOF-OFF.
IT IS POPULAR TO WORK AS LITTLE AS POSSIBLE--YOU STILL GET THE
SAME BENEFITS.

Enlisted Soldiers 2.59 Commissioned Officers 2.79

41. THERE IS A SPIRIT OF COOPERATION BETWEEN PEOPLE IN YOUR ORGANIZATION.
YOU ARE ABLE TO SEE HOW YOUR WORK FITS INTO THE TOTAL OPERATION.

Enlisted Soldiers 3.37 Commissioned Officers 3.61

42. YOUR SUPERVISOR PERSONALLY COMMENDS OUTSTANDING PERFORMANCE AND
CORRECTS BEHAVIOR IF PERFORMANCE IS POOR.

Enlisted Soldiers 3.66 Commissioned Officers 3.88

44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.

Enlisted Soldiers 4.16 Commissioned Officers 4.31

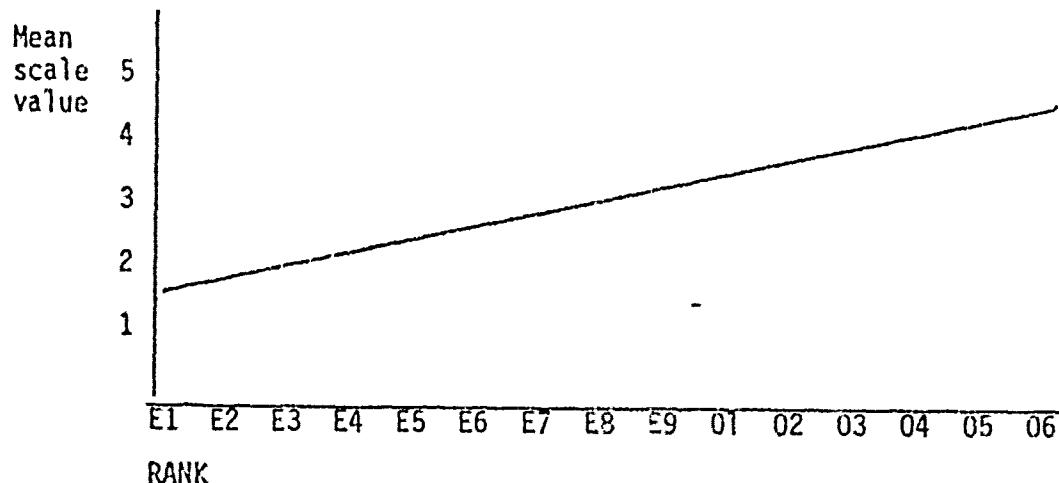
45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.

Enlisted Soldiers 4.16

Commissioned Officers 4.31

Duty items by individual ranks.

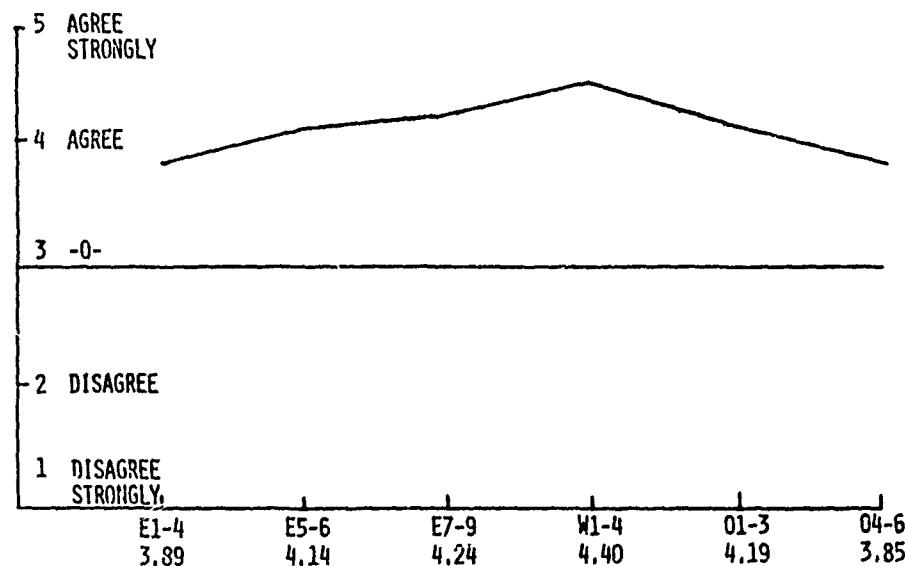
The thirty-one items designed to produce mean scale values that reflect positive or negative attitudes towards duty time sometimes produced an obviously orderly difference related to rank; not a difference between commissioned and enlisted soldiers, but rather, an orderly increase or decrease in value related to increase in rank. Ideally, this relationship would take the form of the following scale:



None of the items produced results that closely approximate this idea. Often, items produced results that show rank differences within the enlisted pay grades; occasionally, rank differences emerged in the commissioned pay grades. As a model, the "mandate for training" item, 14, MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU, illustrates the relationship of attitude to rank. First looking at aggregated ranks (enlisted soldiers, junior NCOs, senior NCOs, warrant officers, company grade officers, and field grade officers) a pattern emerges: there is a clear impression that attitude (1 to 5 on the scale), always positive, becomes increasingly

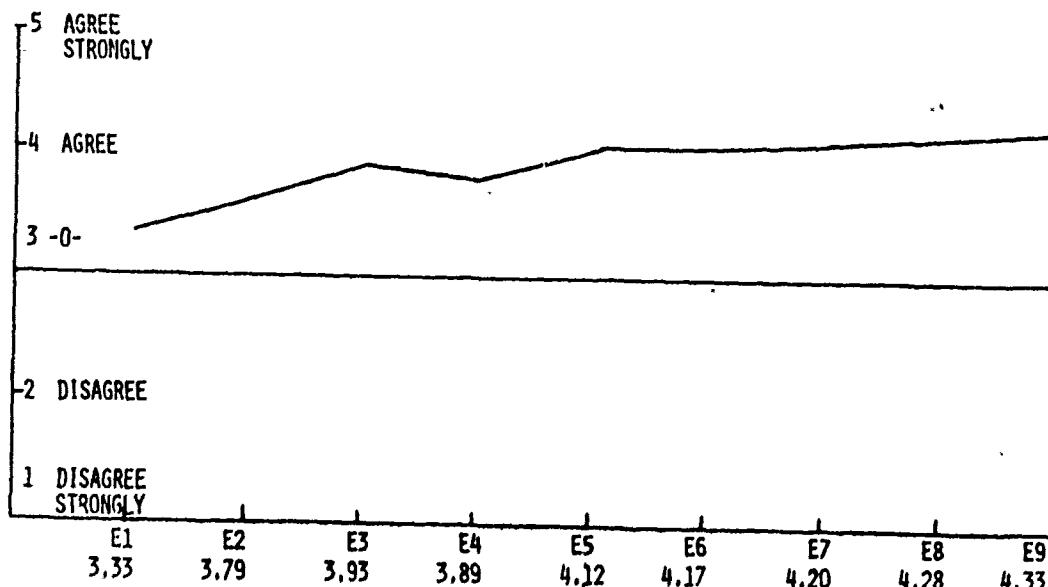
positive as rank increases up to W1-4; then attitude becomes decreasingly positive as rank continues to increase up to O6. A clear relationship is evident.

14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU.



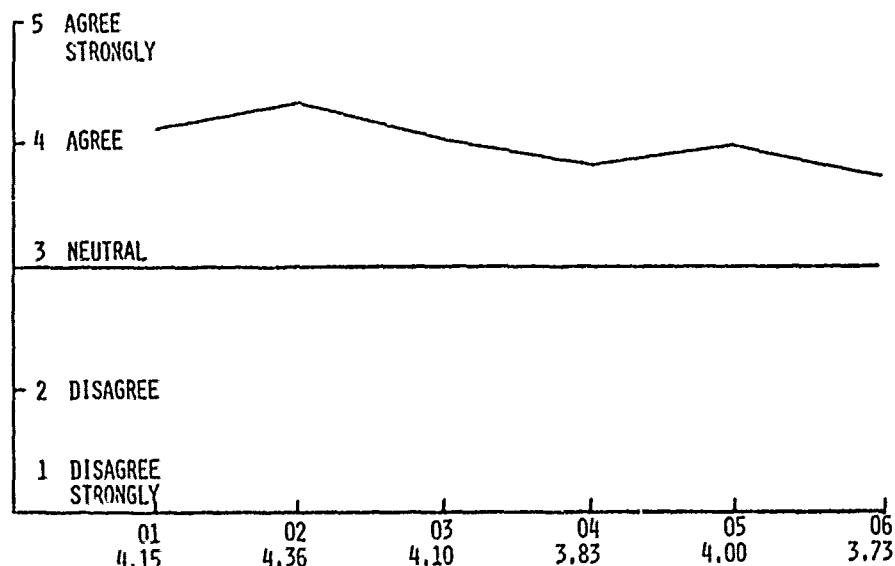
A closer look at the ranks, individually, brings out an elaboration of the same point. For the enlisted ranks the results clearly indicate that the mandate for training (reflected in the mean scale values) grows stronger with increase in rank.

14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU



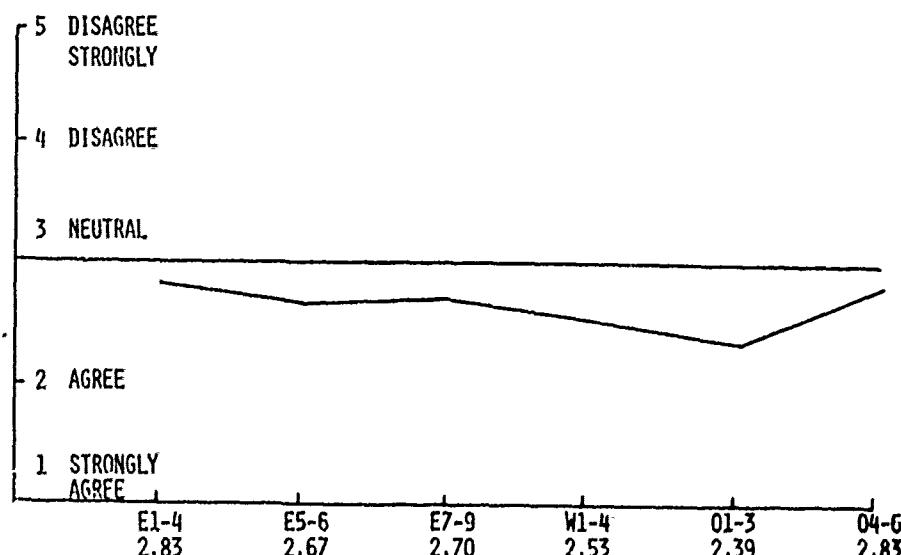
Finally, looking at the results for the commissioned ranks, it appears that while the mandate for training remains strong (positive), it decreases from a high for officers at 02 (mean scale value of 4.36) to a low for officers at 06 (mean scale value of 3.73).

14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU.



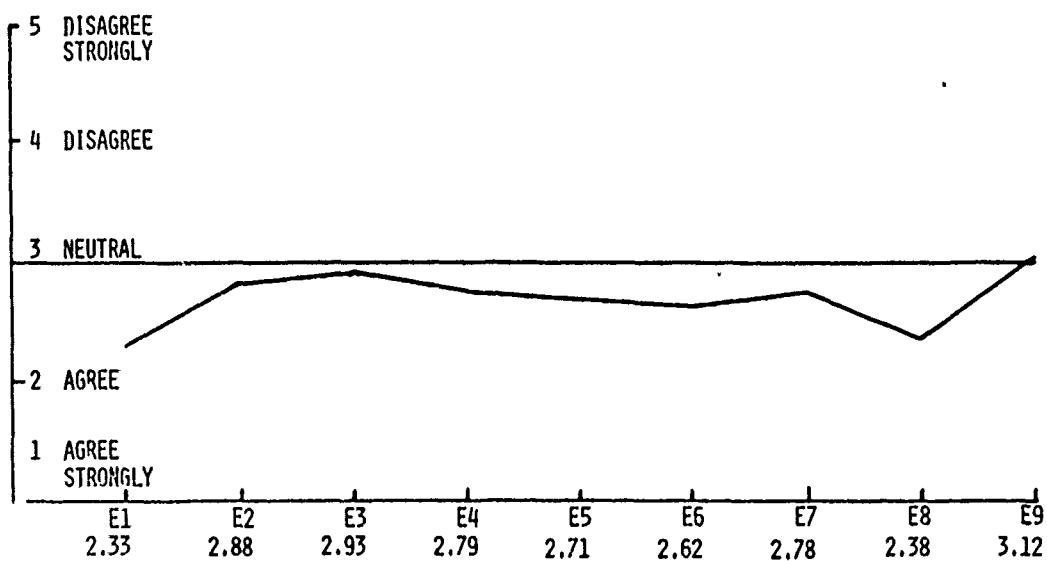
Item 22, the "mandate for being let alone," THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS, shows the reverse effect: Over the aggregated ranks, there is a clear impression that attitude, always negative, becomes increasingly negative as rank increases to company grade officers.

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

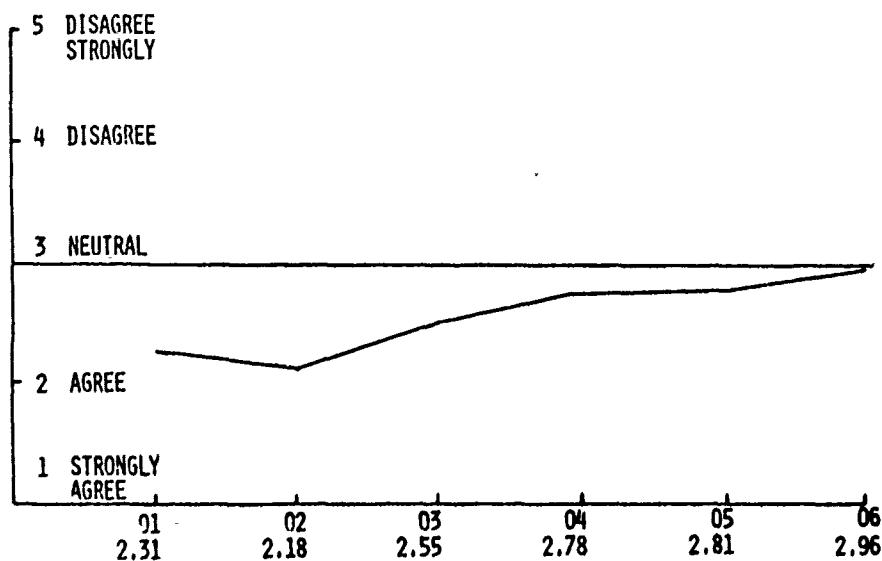


The closer look at the ranks, individually, does not bring out a more perfect relationship, but rather, serves to show that the relationship is clearer and stronger across the commissioned ranks than across the enlisted ranks.

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

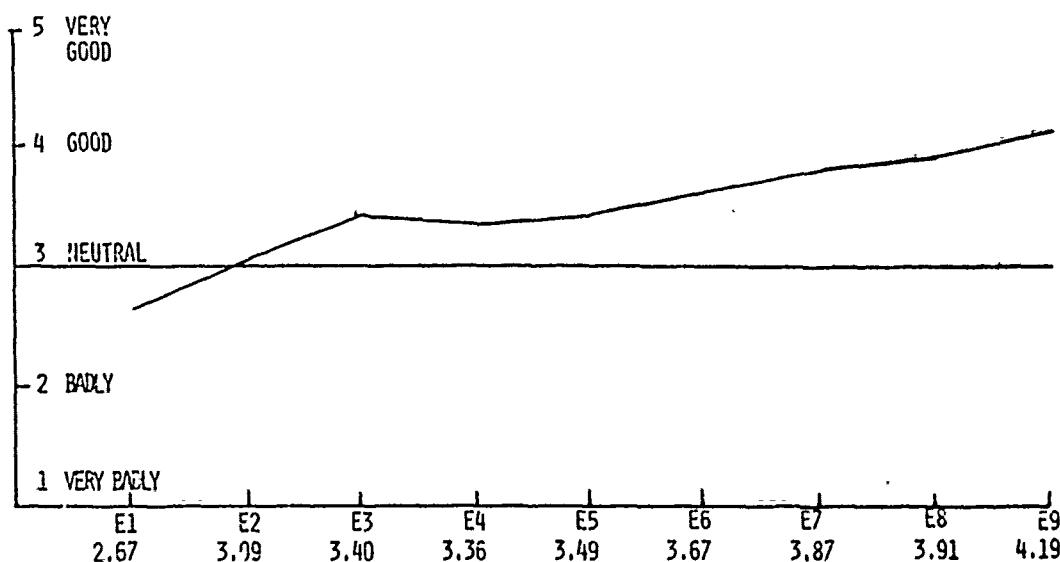


22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

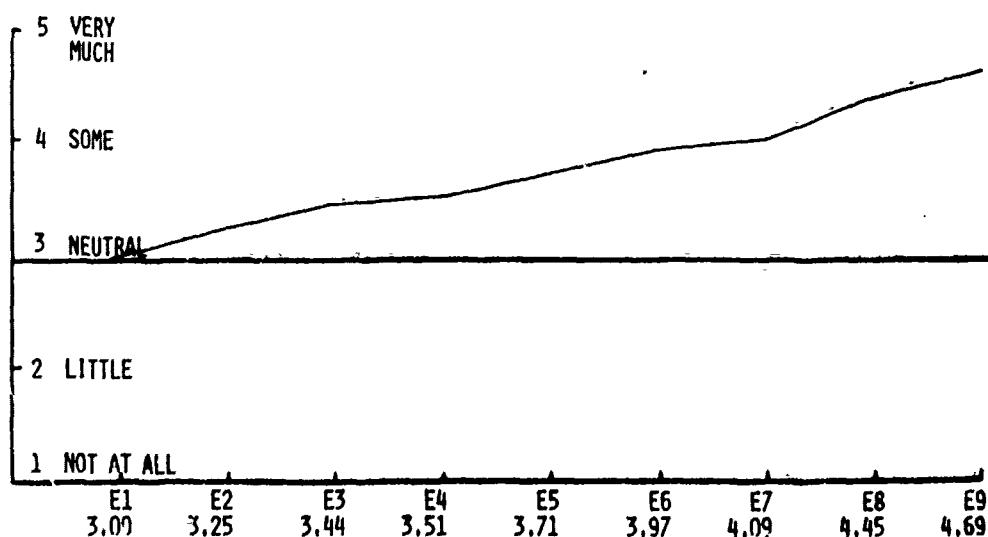


Items that show no clear relationship between attitude and rank are: 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 30, 31, 33, 35, 36, 37, 39, 40, and 42. Items that do show a clear and strong relationship between rank and attitude within the enlisted pay grades (but not within commissioned ranks) are:

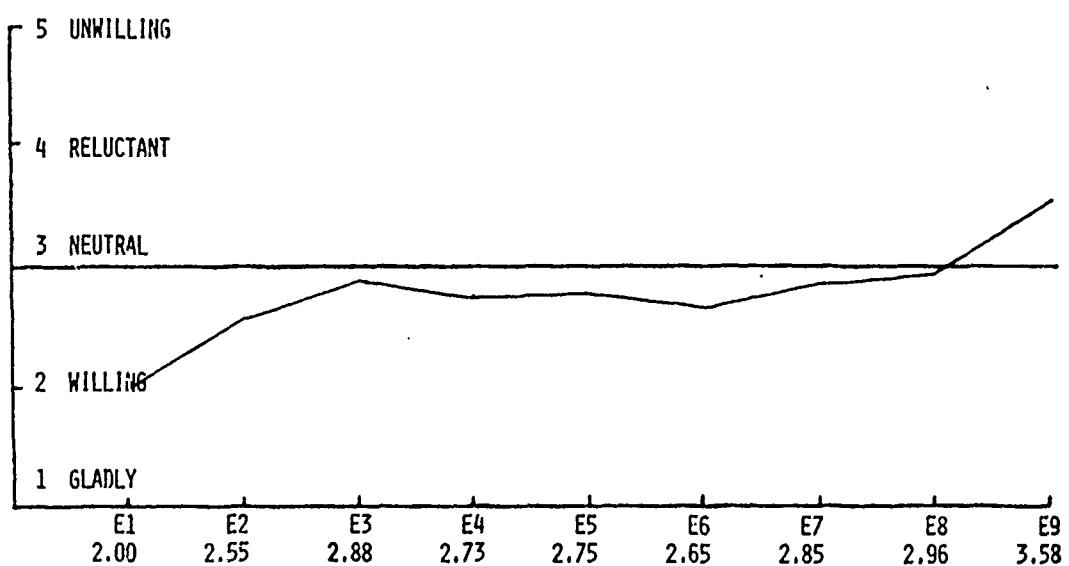
23. HOW DO YOU FEEL ABOUT THE WAY YOU SPEND YOUR TIME ON DUTY.



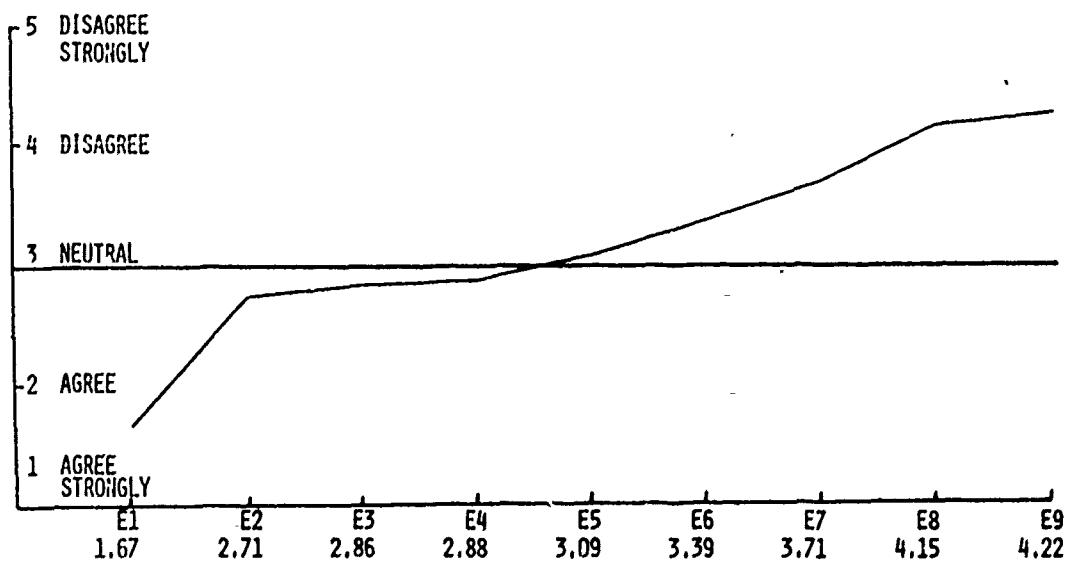
26. TO WHAT EXTENT DO YOU FEEL THAT YOUR SUPERIORS RESPECT YOU FOR YOUR WORK?



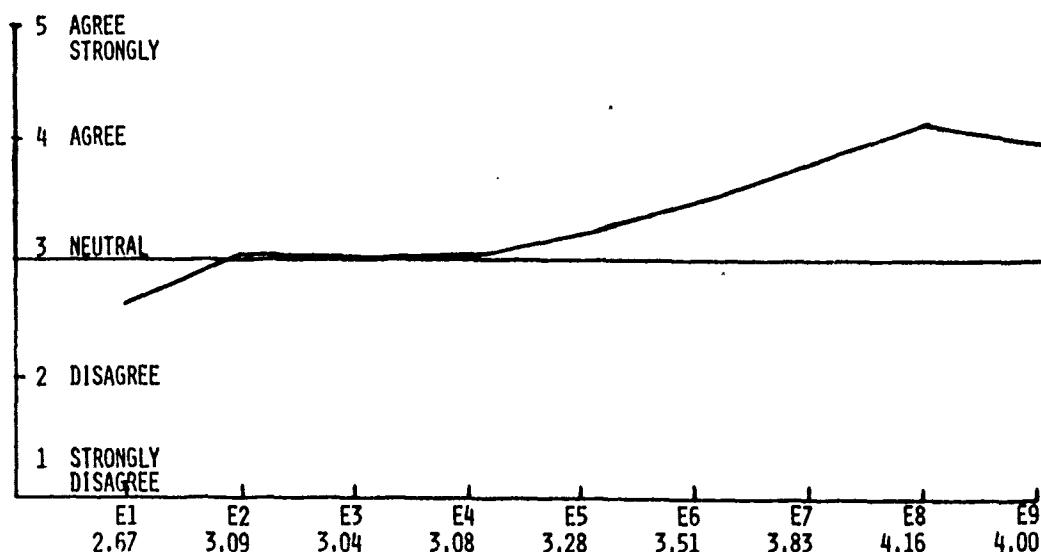
27. TO WHAT EXTENT WOULD YOU BE WILLING TO ACCEPT A RANDOM (CHANCE) ASSIGNMENT TO ANOTHER JOB?



28. YOU HAVE TO LOOK BUSY WHEN THERE ISN'T ENOUGH TO DO. JOBS IN YOUR ORGANIZATION ARE BORING.

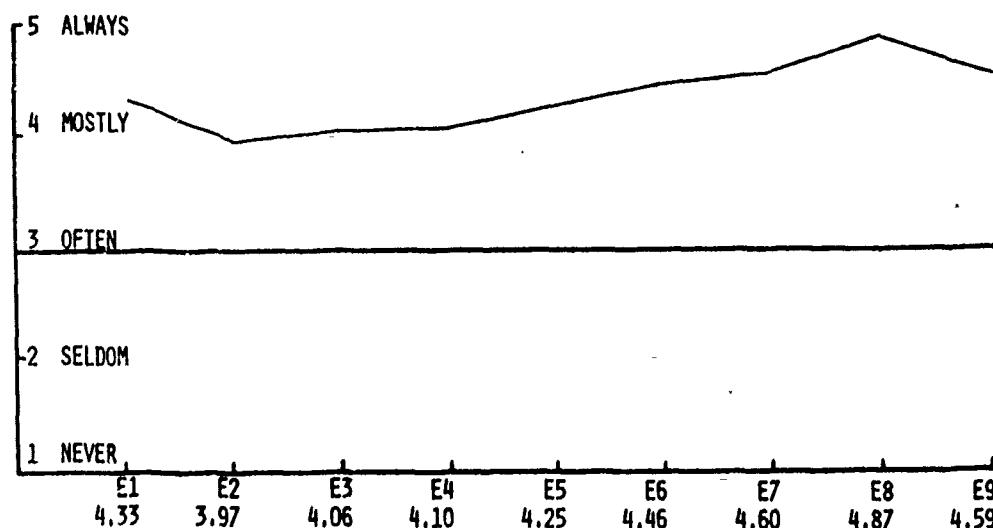


32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.

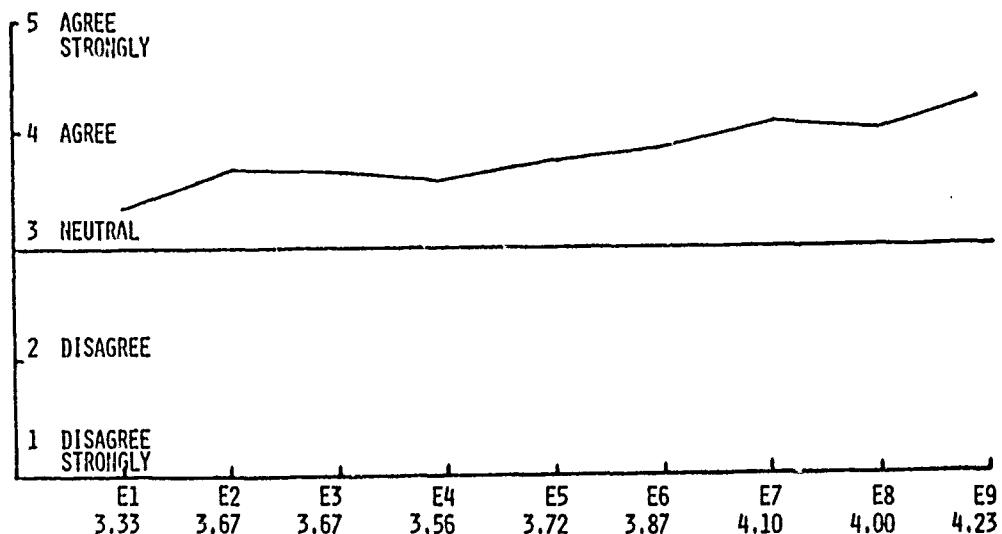


(THE RESPONSES TO THESE TWO QUESTIONS (28 and 32) SHOW AN ALMOST PERFECT INVERSE RELATIONSHIP. AS ADMISSION OF MEANINGFUL CONTRIBUTION AND BEING BUSY INCREASES ACROSS RANKS, SO CONFESSION OF MAKE-DO WORK AND BOREDOM DECREASES ACROSS RANKS).

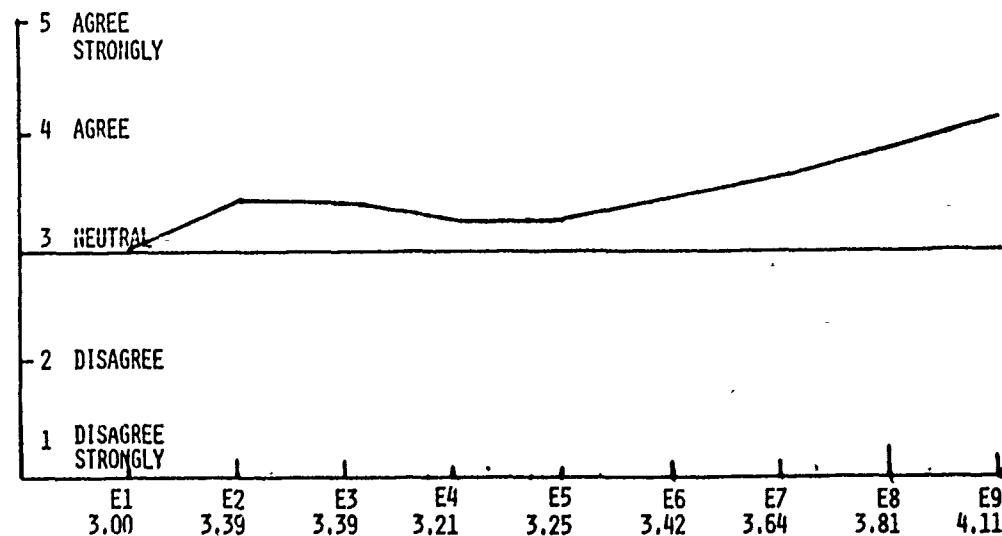
34. DO YOU FEEL LIKE DOING YOUR BEST?



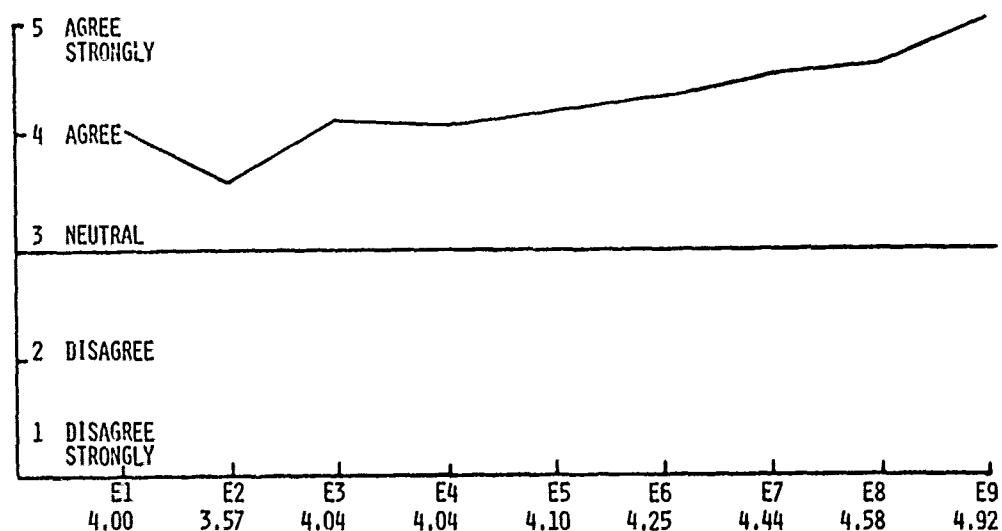
38. THE GROUP YOU WORK WITH ENCOURAGES SUPERIOR PERFORMANCE.



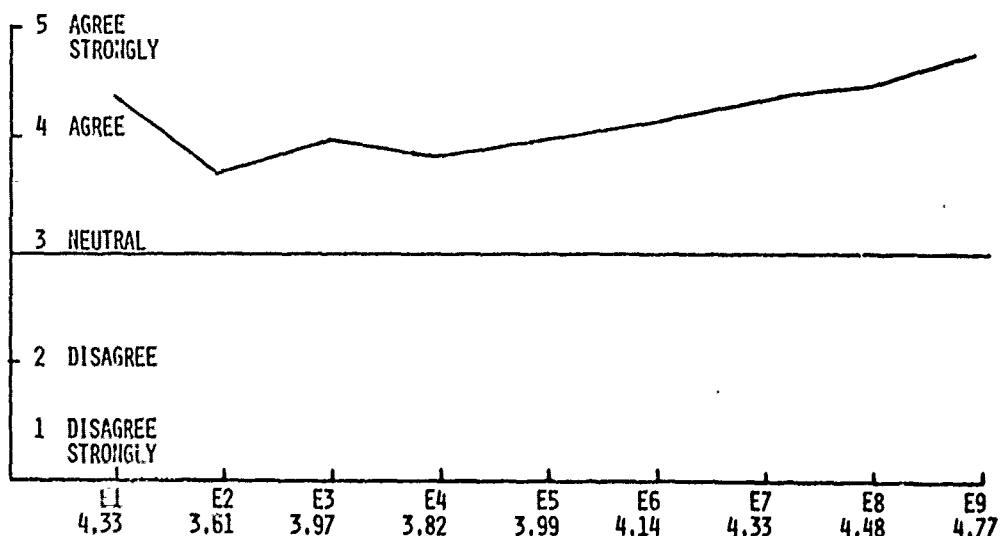
41. THERE IS A SPIRIT OF COOPERATION BETWEEN PEOPLE IN YOUR ORGANIZATION.
YOU ARE ABLE TO SEE HOW YOUR WORK FITS INTO THE TOTAL OPERATION.



44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.

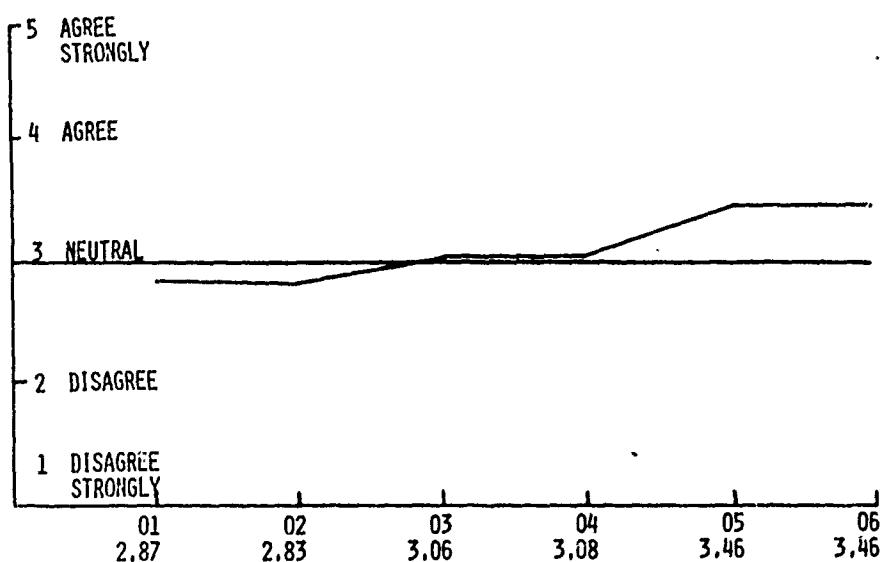


45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.

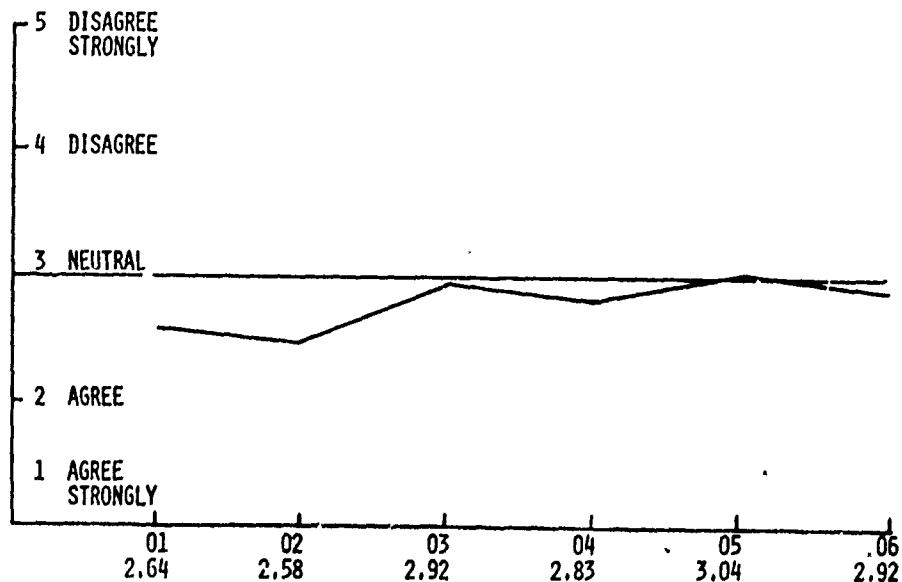


Very few of the items produced results that show a clear and strong relationship between attitude and rank within the commissioned pay grades. Items 14 and 22 did; the two others are:

25. THE EQUIPMENT AND RESOURCES YOU NEED TO BE COMBAT READY/EFFECTIVE ARE AVAILABLE, ADEQUATE, EFFICIENT, AND WELL-MAINTAINED.



40. TODAY'S SOLDIERS BELIEVE THAT THE ARMY INVITES RIP-OFF OR GOOF-OFF. IT IS POPULAR TO WORK AS LITTLE AS POSSIBLE -- YOU STILL GET THE SAME BENEFITS.



Third Analysis: the Unit Types.

The following data reflect the respondents' expressed opinions, categorized by unit types. These analyses augment the previous two (Total Sample and Pay Grades) by providing descriptive statistics that reflect differences across combat, combat support, and combat service support type units. Only those questionnaire items that show differences related to unit type will be presented. Those that show no difference are better represented by the First Analysis, Total Sample.

For the purposes of this report, the unit types are constituted as follows:

<u>Combat</u>	<u>Combat Support</u>	<u>Combat Service Support</u>
Infantry	Engineer	Supply and Transportation
Mech Infantry	Signal	Medical Field Units
Armor	Aviation	Maintenance
Armored Cavalry	Military Police	
ADA		
FA		

Training (informational) Items and Personnel Utilization Items, by Unit Type.

Most of these items did not sharply differentiate among unit types. However, there were some exceptions. On question 4, THE OBSTACLES TO TRAINING, for Combat Support personnel and for Combat Service Support personnel, the first ranked alternative was the same as the total sample, a "Personnel Turbulence and Understaffing," but Combat units focused on b "Resource (money, fuel, and ammo) Constraints, Combat Service Support units ranked that alternative seventh, and Combat Support Units ranked it second.

Questions 6, 7, 8, and 9 (MOST IMPORTANT ACTIVITIES), as reported in the First Analysis section, showed highly correlated rank orders for self and subordinate, and poorly correlated rank orders for self and seniors. This third analysis, by unit types, shows much the same result in Combat and Combat Support units; however, the ordering of alternatives 6, 7, 8 and 9 are better correlated in the Combat Service Support units in that "unit operational missions" was ranked highest on all four questions.

Duty (Attitudinal) Items by Unit Type.

The Survey Opinion Questionnaire has 31 attitudinal items with responses scaled from 1 to 5. (These values have been reordered when necessary in order that 5 reflects relatively positive opinion, 3, the center of the scale, indicates relatively neutral opinion, and 1 represents relatively negative opinion). The array of responses to each question has been summed and averaged to produce, for each item, a mean scale value, ranging anywhere from 5 to 1, denoting both direction (positive or negative) and strength

of feeling. The thirty-one items designed to produce mean scale values that reflect positive or negative attitudes toward duty time did not produce patterns of meaningful differences related to unit type. Unlike the analyses by pay grades, the analyses by unit do not show a consistent pattern of shift in attitude. However, three of the items did bring specific unit types into focus. The mean scale values for unit types on item 15 indicated that personnel in medical field units are of the opinion that they are mismatched in work and training.

15. MOST MEMBERS OF YOUR ORGANIZATION ARE WORKING IN THE JOB AREAS FOR WHICH THEY WERE TRAINED.

<u>Unit type</u>	<u>Mean scale value</u>
MED.....	2.62....*
AR CAV	3.19
MAINT	3.23
AV	3.26
ENG	3.28
S&T	3.32
SIG	3.40
AR	3.43
MECH INF	3.48
FA	3.51
ADA	3.55
INF	3.57
MP	3.61

*Dotted line indicated shift from relatively negative attitude to relatively positive attitude.

The mean scale values for each unit type, on Item 28, indicated that personnel in armored cavalry units are of the opinion that their job contains too much "make do", an indication of an absence of job satisfaction.

28. YOU HAVE TO LOOK BUSY WHEN THERE ISN'T ENOUGH TO DO. JOBS IN YOUR ORGANIZATION ARE BORING.

<u>Unit type</u>	<u>Mean Scale Value</u>
AR CAV.....	2.82
SIG	3.09
S&T	3.18
FA	3.20
MAINT	3.24
AR	3.28
INF	3.29
MECH INF	3.34
ENG	3.38
ADA	3.43
MED	3.46
AV	3.49
MP	3.61

(AR CAV is found in the low three in these rank orderings 21 times out of 31 items)

Item 18 indicated that personnel in maintenance units are of the opinion that training is not very realistic.

18. YOUR UNIT TRAINING MAKES MAXIMUM USE OF REALISTIC PROBLEM OR COMBAT SITUATIONS.

<u>Unit type</u>	<u>Mean Scale Value</u>
MAINT.....	2.98
MED	3.00
S&T	3.04
AR	3.12
ENG	3.13
AR CAV	3.17
AV	3.21
FA	3.21
MP	3.22
INF	3.25
SIG	3.27
ADA	3.29
MECH INF	3.40

(Note that MECH INF is highest in attitude here. MECH INF is found in the high three in 18 out of 31 items).

The remainder of the items shows the range of attitudes reflecting job satisfaction, training conditions, and work ethic.

13. YOUR UNIT IS SO BUSY, YOU COULDN'T DO ANY MORE MEANINGFUL TRAINING IN A NORMAL WORK DAY.

<u>Unit Type</u>	<u>Mean Scale Value</u>
ENG	2.84
MED	2.88
SIG	2.89
AR	3.01
AR CAV	3.01
ADA	3.02
FA	3.08
INF	3.09
AV	3.16
MECH INF	3.20
S&T	3.31
MP	3.42
MAINT	3.46

14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU.

<u>Unit type</u>	<u>Mean Scale value</u>
MAINT	3.72
S&T	3.79
AV	4.00
AR	4.06
MED	4.09
ENG	4.09
AR CAV	4.11
MP	4.11
ADA	4.12
SIG	4.16
MECH INF	4.17
FA	4.18
INF	4.21

16. THE COMMANDER HAS THE FLEXIBILITY TO MAKE QUICK CHANGES TO THE TRAINING SCHEDULE TO TAKE ADVANTAGE OF SPECIAL OPPORTUNITIES.

<u>Unit type</u>	<u>Mean scale value</u>
MP	3.17
MED	3.25
AR CAV	3.28
FA	3.32
ADA	3.33
AR	3.33
SIG	3.33
INF	3.34
MECH INF	3.41
MAINT	3.41
FA	3.44
AV	3.51
S&T	3.54

17. THE TRAINING CONDUCTED IN YOUR ORGANIZATION IS CHALLENGING AND WORTHWHILE.

<u>Unit type</u>	<u>Mean scale value</u>
MED	2.76
MP	2.88
AR CAV	2.91
FA	2.93
AV	2.96
AR	2.97
MAINT.....	2.98
ENG	3.02
SIG	3.05
S&T	3.07
ADA	3.10
INF	3.12
MECH INF	3.29

19. SUFFICIENT RESOURCES AND EFFECTIVE TRAINING AIDS ARE AVAILABLE FOR USE IN YOUR ORGANIZATION.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	2.92
AR.....	2.97
MAINT	3.04
SIG	3.04
ENG	3.05
MECH INF	3.05
AV	3.08
ADA	3.11
MED	3.17
S&T	3.18
INF	3.27
MP	3.28
FA	3.29

20. THE TRAINING RECEIVED BY MEMBERS OF YOUR ORGANIZATION HELPS TO ACCOMPLISH THE MISSION OF THE ORGANIZATION AND HELPS TO MAKE EACH INDIVIDUAL AWARE OF THE IMPORTANCE OF HIS JOB.

<u>Unit Type</u>	<u>Mean Scale Value</u>
MED	3.15
MAINT	3.15
S&T	3.18
AR CAV	3.22
AV	3.25
FA	3.33
SIG	3.34
AR	3.35
ENG	3.35
ADA	3.45
MP	3.45
MECH INF	3.54
INF	3.55

21. THERE ARE SO MANY MANDATORY TRAINING REQUIREMENTS FROM ABOVE THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	2.70
FA	2.77
AV	2.80
S&T	2.85
INF	2.90
MP	2.94
AR	2.97
MAINT.....	2.97
MED	3.08
MECH INF	3.10
ADA	3.10
SIG	3.15
ENG	3.20

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

<u>Unit Type</u>	<u>Mean Scale Value</u>
S&T	2.56
AV	2.56
FA	2.58
MAINT	2.61
AR CAV	2.62
MP	2.63
INF	2.69
AR	2.72
MED	2.72
SIG	2.75
MECH INF	2.78
ADA	2.82
ENG	2.83

23. HOW DO YOU FEEL ABOUT THE WAY YOU SPEND YOUR TIME ON DUTY?

<u>Unit Type</u>	<u>Mean Score Value</u>
SIG	3.29
AR CAV	3.34
AR	3.47
INF	3.52
ADA	3.54
MED	3.54
FA	3.57
MECH INF	3.59
ENG	3.60
AV	3.60
MP	3.63
MAINT	3.64
S&T	3.72

24. YOU SPEND DUTY TIME DOING THINGS THAT YOU THINK SHOULD NOT BE A PART OF YOUR DUTY ASSIGNMENT.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	2.62
SIG	2.65
ADA	2.67
AV	2.69
MP	2.69
INF	2.70
S&T	2.71
MED	2.73
MAINT	2.73
AR	2.74
ENG	2.74
FA	2.79
MECH INF	2.91

25. THE EQUIPMENT AND RESOURCES YOU NEED TO BE COMBAT READY/EFFECTIVE ARE AVAILABLE, ADEQUATE, EFFICIENT, AND WELL-MAINTAINED.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	2.55
AR	2.71
MP	2.72
ENG	2.78
MECH INF	2.85
MED	2.86
SIG	2.95
S&T.....	2.99
MAINT	3.01
FA	3.10
ADA	3.11
AV	3.14
INF	3.17

26. TO WHAT EXTENT DO YOU FEEL THAT YOUR SUPERIORS RESPECT YOU FOR YOUR WORK?

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.52
SIG	3.54
MED	3.68
MAINT	3.70
S&T	3.71
FA	3.75
ADA	3.76
AR	3.80
ENG	3.87
AV	3.91
INF	3.98
MP	4.00
MECH INF	4.03

27. TO WHAT EXTENT WOULD YOU BE WILLING TO ACCEPT A RANDOM (CHANCE) ASSIGNMENT TO ANOTHER JOB?

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	2.48
S&T	2.64
SIG	2.73
MAINT	2.74
ENG	2.77
AR	2.82
MECH INF	2.88
ADA	2.89
FA	2.89
INF.....	2.92
MP	3.00
AV	3.03
MED	3.04

30. YOUR INTEREST IN YOUR WORK INCREASES THE LONGER YOU HOLD YOUR JOB. YOU FIND YOUR WORK SATISFYING AND CHALLENGING.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.24
SIG	3.39
S&T	3.41
AR	3.51
FA	3.51
ADA	3.52
AV	3.54
MED	3.54
ENG	3.56
MAINT	3.56
INF	3.62
MECH INF	3.67
MP	3.80

31. YOU FEEL THAT YOUR JOB IS IMPORTANT. YOU TAKE PRIDE IN YOUR JOB.
YOUR JOB MAKES GOOD USE OF YOUR ABILITIES.

<u>Unit Type</u>	<u>Mean Scale Value</u>
MED	3.65
S&T	3.67
AR	3.74
AR CAV	3.79
SIG	3.79
ENG	3.87
MAINT	3.89
ADA	3.91
INF	3.91
MECH INF	3.96
AV	3.97
FA	3.97
MP	4.00

32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION.
YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO
ABSORBING THAT YOU LOSE TRAC" OF TIME.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.10
SIG	3.13
MED	3.24
ENG	3.27
AR	3.39
INF	3.41
MAINT	3.41
AV	3.43
FA	3.47
S&T	3.53
MECH INF	3.58
ADA	3.60
MP	3.61

33. HOW DO YOU TREAT YOUR EQUIPMENT?

<u>Unit Type</u>	<u>Mean Scale Value</u>
MAINT	4.25
ADA	4.27
AR CAV	4.27
AR	4.28
ENG	4.32
MED	4.35
FA	4.38
MECH INF	4.38
SIG	4.40
MP	4.41
INF	4.42
AV	4.43
S&T	4.45

34. DO YOU FEEL LIKE DOING YOUR BEST?

<u>Unit Type</u>	<u>Mean Scale Value</u>
MED	4.24
ENG	4.26
INF	4.26
AR	4.28
AR CAV	4.28
MAINT	4.30
FA	4.32
S&T	4.32
AV	4.33
SIG	4.35
ADA	4.40
MECH INF	4.43
MP	4.44

35. TO WHAT EXTENT DO OFFICERS DO THE BEST JOB THEY CAN?

<u>Unit Type</u>	<u>Mean Scale Value</u>
MP	3.42
AR CAV	3.43
MAINT	3.54
AR	3.55
S&T	3.58
ENG	3.59
SIG	3.60
AV	3.66
FA	3.68
INF	3.68
ADA	3.75
MECH INF	3.75
MED	3.75

36. TO WHAT EXTEND DO NCOs DO THE BEST JOB THEY CAN?

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.41
MECH INF	3.45
MAINT	3.47
SIG	3.47
AV	3.50
AR	3.51
FA	3.51
MED	3.52
S&T	3.52
ADA	3.55
ENG	3.56
INF	3.62
MP	3.65

37. TO WHAT EXTENT DO SOLDIERS TRY TO DO THE BEST JOB THEY CAN?

<u>Unit Type</u>	<u>Mean Scale Value</u>
ENG	3.05
AR CAV	3.06
MP	3.14
FA	3.20
AR	3.23
INF	3.23
AV	3.25
SIG	3.26
MED	3.28
ADA	3.29
MECH INF	3.29
S&T	3.31
MAINT	3.34

38. THE GROUP YOU WORK WITH ENCOURAGES SUPERIOR PERFORMANCE.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.55
MAINT	3.69
ENG	3.70
SIG	3.72
AR	3.73
FA	3.73
S&T	3.74
ADA	3.76
AV	3.80
MECH INF	3.85
MED	3.87
MP	3.91
INF	3.97

39. IN THE COURSE OF YOUR DAY, DO YOU WORK WITHIN DIFFERENT GROUPS?

<u>Unit Type</u>	<u>Mean Scale Value</u>
ENG	2.53
SIG	2.68
AR CAV	2.68
AR	2.68
MED	2.68
FA	2.70
ADA	2.74
INF	2.77
S&T	2.78
MAINT	2.83
MECH INF	2.85
MP	2.86
AV	2.92

40. TODAY'S SOLDIERS BELIEVE THAT THE ARMY INVITES RIP-OFF OR GOOF-OFF. IT IS POPULAR TO WORK AS LITTLE AS POSSIBLE -- YOU STILL GET THE SAME BENEFITS.

<u>Unit Type</u>	<u>Mean Scale Value</u>
ENG	2.47
FA	2.55
S&T	2.55
MED	2.56
AR	2.57
AR CAV	2.58
INF	2.59
MP	2.63
SIG	2.66
AV	2.66
MAINT	2.69
ADA	2.78
MECH INF	2.79

41. THERE IS A SPIRIT OF COOPERATION BETWEEN PEOPLE IN YOUR ORGANIZATION.
YOU ARE ABLE TO SEE HOW YOUR WORK FITS INTO THE TOTAL OPERATION.

<u>Unit Type</u>	<u>Mean Scale Value</u>
AR CAV	3.08
MED	3.20
MP	3.25
ENG	3.34
SIG	3.38
FA	3.40
AR	3.42
ADA	3.44
MAINT	3.44
S&T	3.49
AV	3.50
MECH INF	3.55
INF	3.58

42. YOUR SUPERVISOR PERSONALLY COMMENDS OUTSTANDING PERFORMANCE
AND CORRECTS BEHAVIOR IF PERFORMANCE IS POOR.

<u>Unit Type</u>	<u>Mean Scale Value</u>
MED	3.44
AR CAV	3.46
ENG	3.56
SIG	3.57
ADA	3.63
S&T	3.67
AR	3.73
AV	3.75
MAINT	3.76
INF	3.78
FA	3.78
MECH INF	3.83
MP	4.02

44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.

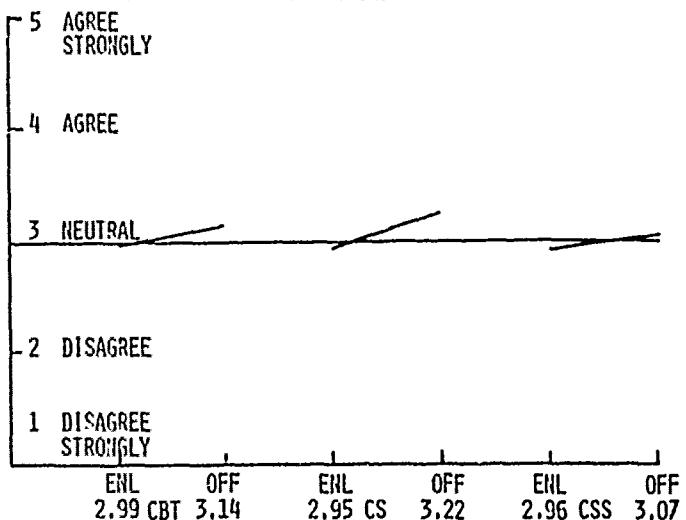
<u>Unit Type</u>	<u>Mean Scale Value</u>
ADA	4.08
S&T	4.09
SIG	4.11
AR	4.12
AV	4.12
MED	4.14
INF	4.15
AR CAV	4.16
MP	4.27
MECH INF	4.28
ENG	4.28
MAINT	4.28
FA	4.29

45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.

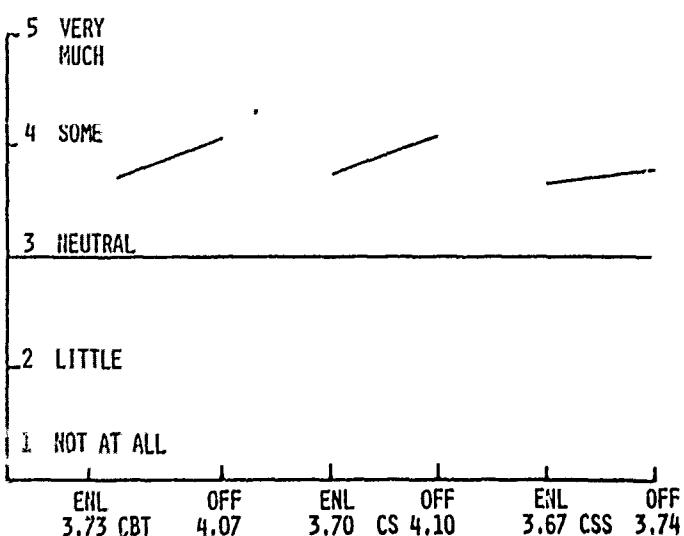
<u>Unit Type</u>	<u>Mean Scale Value</u>
MED	3.88
SIG	3.94
S&T	3.96
AR CAV	3.98
ADA	4.00
ENG	4.00
AV	4.03
INF	4.04
AR	4.08
MAINT	4.11
FA	4.16
MP	4.25
MECH INF	4.28

The following items produced no appreciable mean scale value differences across combat, combat support, and combat service support type units: 12, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 44 and 45. However, six of these items did produce consistent results that are informative: The responses show a consistently higher mean scale value for commissioned officers across all three unit types.

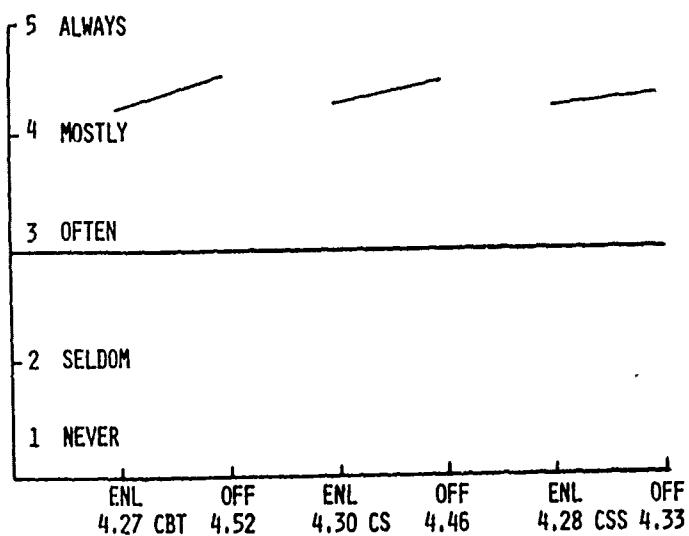
17. THE TRAINING CONDUCTED IN YOUR ORGANIZATION IS CHALLENGING AND WORTHWHILE.



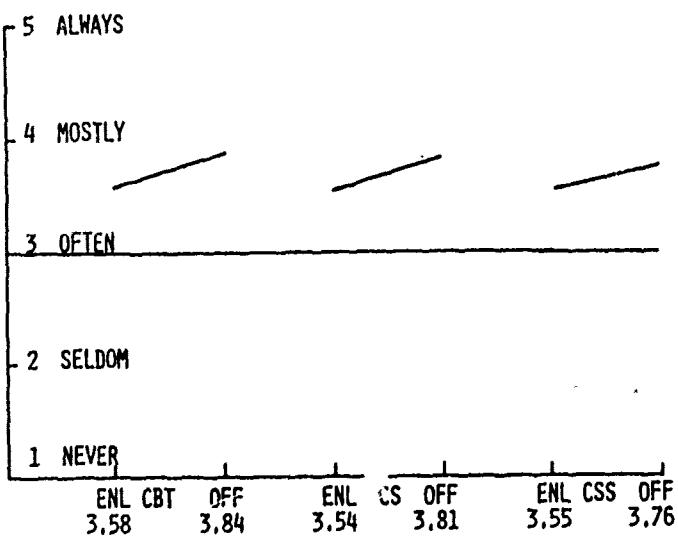
26. TO WHAT EXTENT DO YOU FEEL THAT YOUR SUPERIORS RESPECT YOU FOR YOUR WORK?



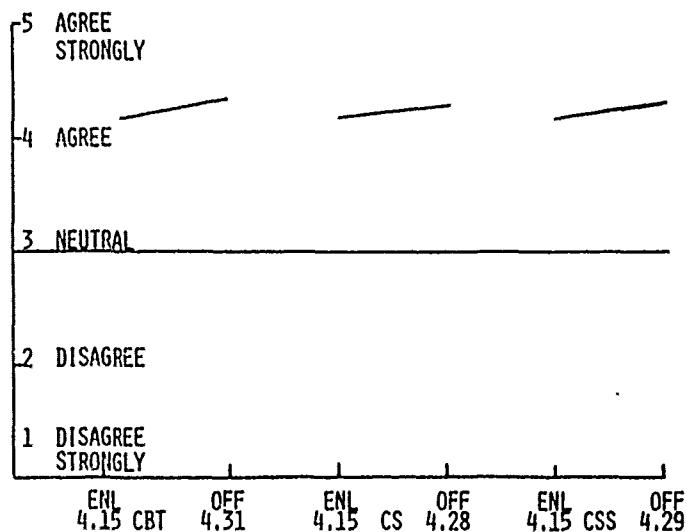
34. DO YOU FEEL LIKE DOING YOUR BEST?



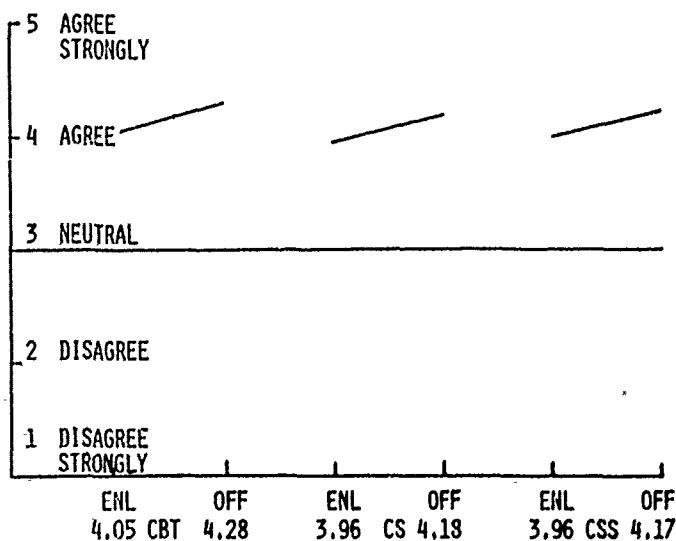
35. TO WHAT EXTENT DO OFFICERS DO THE BEST JOB THEY CAN?



44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON.

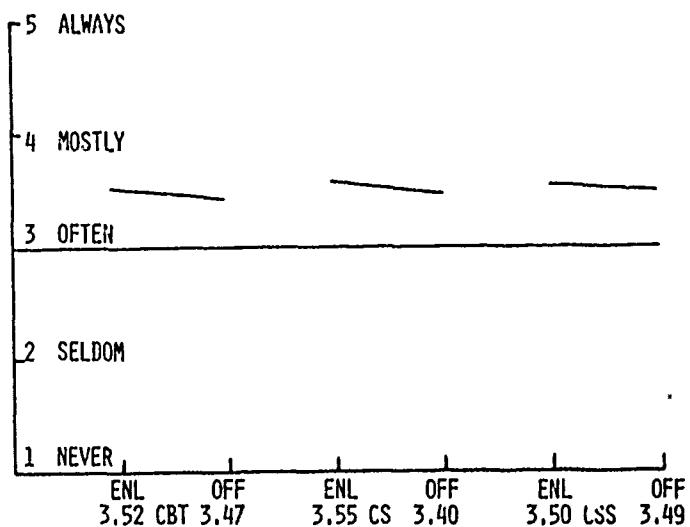


45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER.



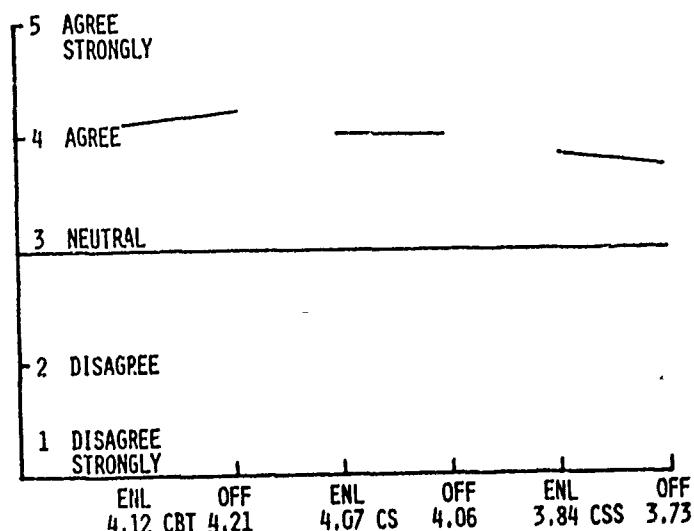
One of the items showed the reverse consistency: Question 36 showed a higher mean scale value for enlisted personnel across all these unit types.

36. TO WHAT EXTENT DO NCO's DO THE BEST JOB THEY CAN.

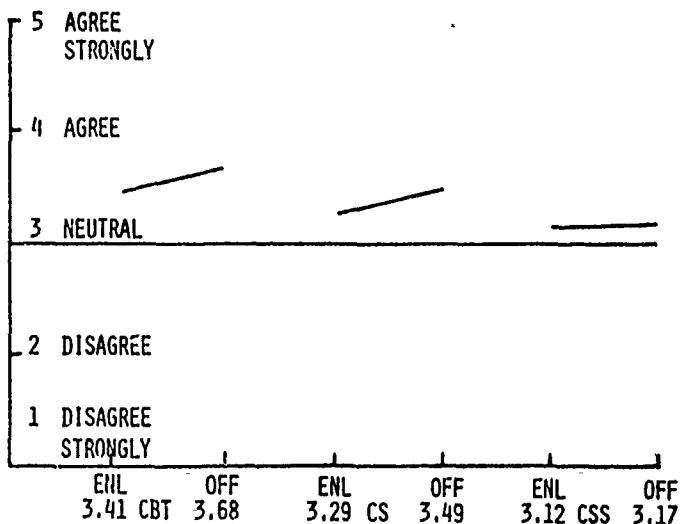


Six of the attitudinal items produced results that clearly show differences that are at once related to rank and to unit type.

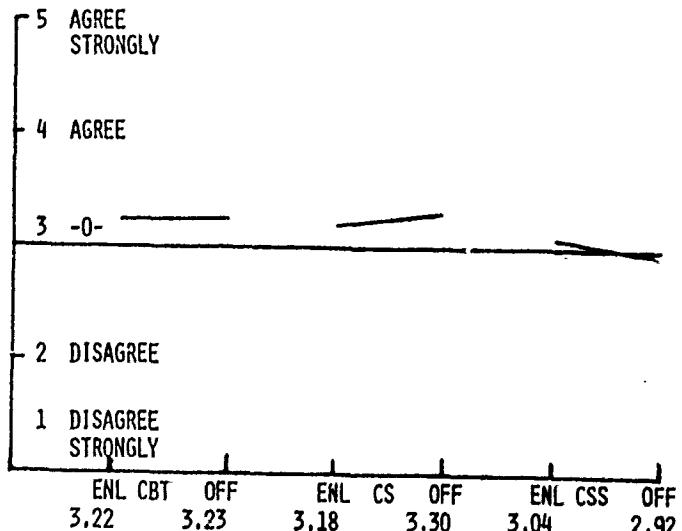
14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU.



15. MOST MEMBERS OF YOUR ORGANIZATION ARE WORKING IN THE JOB AREAS FOR WHICH THEY WERE TRAINED.



18. YOUR UNIT MAKES MAXIMUM USE OF REALISTIC PROBLEM OR COMBAT SITUATIONS.



32. YOU ARE MAKING A MEANINGFUL CONTRIBUTION TO YOUR ORGANIZATION. YOU ARE ABLE TO KEEP BUSY ALL THE TIME. YOUR JOB IS SO ABSORBING THAT YOU LOSE TRACK OF TIME.

5 AGREE
STRONGLY

4 AGREE

3 NEUTRAL

2 DISAGREE

1 DISAGREE
STRONGLY

ENL OFF ENL OFF ENL OFF
3.32 CBT 3.82 3.21 CS 3.67 3.39 CSS 3.59

41. THERE IS A SPIRIT OF COOPERATION BETWEEN PEOPLE IN YOUR ORGANIZATION. YOU ARE ABLE TO SEE HOW YOUR WORK FITS INTO THE TOTAL ORGANIZATION.

5 AGREE
STRONGLY

4 AGREE

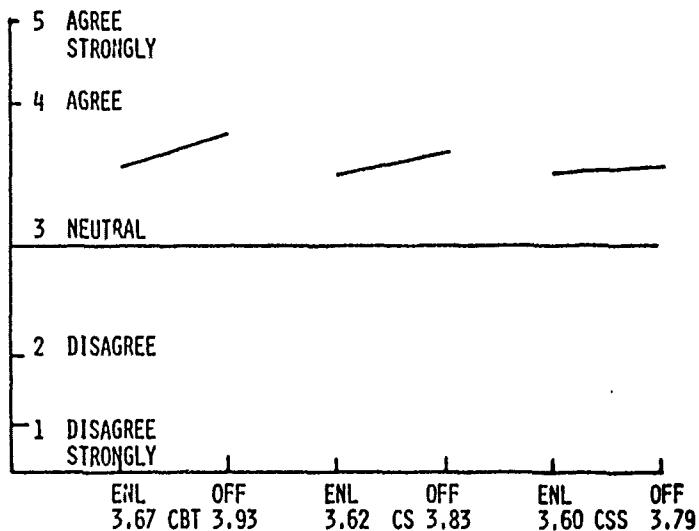
3 NEUTRAL

2 DISAGREE

1 DISAGREE
STRONGLY

ENL OFF ENL OFF ENL OFF
3.35 CBT 3.67 3.36 CS 3.54 3.38 CSS 3.46

42. YOUR SUPERVISOR PERSONALLY COMMENDS OUTSTANDING PERFORMANCE AND
CORRECTS BEHAVIOR IF PERFORMANCE IS POOR.



FINAL ANALYSES: SENSITIVITY AND UNIFORMITY.

Estimation of Sensitivity. The Survey Opinion Questionnaire is valid to the extent that it is sensitive to the voice of the respondents. Much of what the results show "rings true." Many of the items produced responses that attest to the solidarity of opinion in the TO&E Army. Many of the items produced responses that were sensitive to unit type and rank differences.

Some of the items were designed to be sensitive to variations in topic. These paired items with differences or shifts in meaning generated clearly different responses.

Items 10 and 11 were designed to illustrate differences in opinions as to how well the unit is trained and how well the individual is trained. The results are clear to the extent that, as we read from unit (10) to individual (11), the percentage of negative responses (inadequate and marginal) decreases, while the percentage of positive responses (good and excellent) increases.

10. WHAT IS YOUR GENERAL IMPRESSION OF HOW WELL YOUR UNIT IS TRAINING FOR YOUR MISSION? (CHECK ONE)

A. TOTALLY INADEQUATE	8.6%
B. MARGINAL	20.2%
C. ADEQUATE	27.1%
D. GOOD	30.8%
E. EXCELLENT	12.7%

11. HOW WELL ARE YOU TRAINED TO ACCOMPLISH YOUR MISSION? (CHECK ONE)

A. TOTALLY INADEQUATE	4.7%
B. MARGINAL	9.3%
C. ADEQUATE	20.9%
D. GOOD	38.9%
E. EXCELLENT	25.3%

Items 21 and 22 were targeted at the differential impediments of "Mandatory Training Requirements from Above," on the one hand, and "Mandatory Other Than Training Requirements from Above," on the other. The results are striking: The most frequent response shifts from positive, through the neutral point, to negative indicating that "Other Than Training" requirements from above poses the greater problem, in the opinion of the total sample.

21. THERE ARE SO MANY MANDATORY TRAINING REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

1 AGREE STRONGLY	2 AGREE	3 0	4 DISAGREE	5 DISAGREE STRONGLY
11.1	24.3	24.7	34.3	4.6

22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS.

1 AGREE STRONGLY	2 AGREE	3 0	4 DISAGREE	5 DISAGREE STRONGLY
15.9	31.1	22.4	25.9	3.2

Responding to item 9, when asked to select, "Activities You Spend the Most Time On," the majority of respondents selected "Vehicular or Weapon System Maintenance," and as a group the total sample placed "individual, squad, or team-training" fifth. When asked to select "Activities Most Important to You," the majority of respondents selected "individual, squad, or team training", a shift from fifth in terms of time to first in terms of importance. In point of fact, with the shift from time to importance, all of the "training" items increase in rank.

a. Order of Selection by Time

9. SELECT THE THREE ACTIVITIES YOU SPEND THE MOST TIME ON.

	<u>Frequency of Response</u>
Vehicular or Weapon Sys Maint	1201
Unit Operational Missions	1042
Unit Administration	731
Post or Installation Support	664
Command Inspection	658
Command Inspection	628
Physical Training	558
Platoon, Co or Bn Training	505
Community Relations	219
Drug/Alcohol Abuse Prevention or Control	216

b. Order of Selection by Importance

8. SELECT THE THREE ACTIVITIES MOST IMPORTANT TO YOU
(YOUR PRIORITIES)

	<u>Frequency of Response</u>
Individual, Squad, or Team Training	1285
Vehicular or Weapon Sys Maintenance	1087
Unit Operational Missions	1042
Platoon, Co or Bn training	664
Physical Training	612
Unit Administration	611
Community Relations	415
Drug/Alcohol Abuse Prevention or Control	397
Post or Installation Support	292
Command Inspection	194

Uniformity of Responses. Unity of opinion across units and ranks is evidenced by uniformity of responses, i.e., agreements across sub-samples of ranks or unit types. For example, on question 11, HOW WELL ARE YOU TRAINED TO ACCOMPLISH YOUR MISSION?, the modal response for each unit type was uniformly d, "good".

As reported above, many of the training and personnel utilization items did not show a regular, differential pattern of responses, and some of the five point scale items had mean scale values for sub-samples that were not different from the mean scale values for the total sample. Better evidence of unanimity would be, for example, graphs showing straight and horizontal lines indicating no differentiation across ranks or units. However, the questionnaire was designed to find differences across ranks and units; it is little wonder that solidarity is, at best, partial.

In this survey, the best evidence of uniformity is where it can be said: What is true of the total sample is also true of the sub-samples. Questions 6 and 7 show this form of unanimity (almost perfectly) across rank aggregates:

6. SELECT ACTIVITY MOST IMPORTANT TO SENIORS

FIELD GRADE OFFICERS)

COMPANY GRADE OFFICERS)

WARRANT OFFICERS) AGREE "VEHICULAR OR WEAPON
SENIOR NCOs) SYSTEM MAINTENANCE"

JUNIOR NCOs)

ENLISTED SOLDIERS)

7. SELECT ACTIVITY MOST IMPORTANT TO SUBORDINATES

FIELD GRADE OFFICERS)

COMPANY GRADE OFFICERS)

SENIOR NCOs) AGREE "INDIVIDUAL SQUAD
JUNIOR NCOs) OR TEAM TRAINING"

ENLISTED SOLDIERS)

And across unit types:

6. SELECT ACTIVITY MOST IMPORTANT TO SENIORS

INFANTRY)	
MECHANIZED INFANTRY)	AGREE "VEHICULAR OR WEAPON SYSTEM MAINTENANCE"
ARMOR)	
ARMORED CAVALRY)	
AIR DEFENSE ARTILLERY)	
FIELD ARTILLERY)	
ENGINEERS)	
SIGNAL)	
MEDICAL FIELD UNITS)	
MAINTENANCE)	
MILITARY POLICE)	

7. SELECT ACTIVITY MOST IMPORTANT TO SUBORDINATES

INFANTRY)	
MECHANIZED INFANTRY)	AGREE "INDIVIDUAL, SQUAD, OR TEAM TRAINING"
ARMOR)	
ARMORED CAVALRY)	
AIR DEFENSE ARTILLERY)	
FIELD ARTILLERY)	
ENGINEERS)	
SIGNAL)	
MEDICAL FIELD UNITS)	

These results clearly attest to the unanimity of opinion, and to a clear difference in perception as to what is important to bosses, what is important to assistants.

A second pair of questions (46 and 47) show uniformity that takes the form of relatively small variations:

46. DO YOU KNOW WHAT IS EXPECTED OF YOUR MOS?

RESPONSE	TOTAL SAMPLE	E1-4	E5-6	E7-9	W1-4	01-3	04-6
YES	91.9%	88.1	93.3	95.0	97.8	91.7	90.5
NO	6.4%	10.0	4.9	2.8	2.2	6.6	6.8

47. DOES YOUR SUPERVISOR KNOW WHAT IS EXPECTED OF YOUR MOS?

RESPONSE	TOTAL SAMPLE	E1-4	E5-6	E7-9	W1-4	01-3	04-6
YES	83.7%	84.0	80.5	80.8	86.7	80.5	88.0
NO	15.5%	12.9	17.1	13.0	11.1	8.6	10.2

An analysis for unit types similarly shows only small variations for responses to questions 46 and 47. The single noteworthy exception is the AR CAV response to item 47: 78.8% say "yes," 23.2% say "no."

Item 29 shows a uniformity across rank aggregates that takes the form of response no having the plurality, followed by response OJT, and followed by yes.

29. DO YOU FEEL THAT YOUR JOB COULD BE DONE BY A LESS EXPERIENCED, LOWER GRADE, OR LESS QUALIFIED PERSON?

RESPONSES	TOTAL SAMPLE	E1-4	E5-6	E7-9	01-3	04-6
YES	16.0%	22.3%	12.7%	10.8%	14.4%	15.4%
NO	53.9%	38.2%	57.2%	64.7%	63.4%	63.2%
ONLY AFTER OJT	26.4%	35.4%	27.5%	19.8%	16.1%	18.8%

(This pattern of response is repeated for every unit type, also.)

Item 12 shows uniformity of response in every rank aggregate: the percent of responses decreases in an orderly progression from response a to response d.

12. DO YOU FIND ANY TIME DURING THE WORKDAY WHEN YOU ARE DOING VERY LITTLE WORK OR TRAINING?

RESPONSES	TOTAL	E1-4	E5-6	E7-9	01-3	04-6
a. NORMALLY LESS THAN AN HOUR A DAY	47.8%	36.2%	43.7%	60.4%	53.4%	53.1%
b. SOMETIMES AN HOUR OR MORE A DAY	24.3%	27.5%	26.3%	19.5%	23.9%	12.8%
c. NORMALLY AN HOUR OR MORE A DAY	17.2%	19.3%	18.5%	9.3%	11.8%	19.7%
d. NORMALLY MORE THAN HALF OF EACH DAY	10.3%	14.8%	9.7%	7.7%	8.6%	7.7%

This pattern exactly repeats itself for every unit type except one: Military Police, when the responses for a, b, c and d are (respectively) 44.4% 19.4%, 22.2% and 13.9%, a minor inversion of b and c.

Item 5, USEFUL AIDS TO TRAINING, shows a unanimity across unit types to the extent that: 1) there is agreement as to what is most useful and 2) that there is agreement across ranks and units as to what is least useful. The most useful aid to training was across units:

ARMOR)	
ARMORED CAVALRY)	
AIR DEFENSE ARTILLERY)	AGREE "CORRESPONDENCE COURSES" ARE MOST USEFUL
FIELD ARTILLERY)	
SIGNAL)	
SUPPLY AND TRANSPORTATION)		
MEDICAL FIELD UNITS)	
MAINTENANCE)	
AVIATION)	

(ENG and INF placed correspondence course second, MECH INF placed it third).

And, across the ranks,

E1)	AGREE "CORRESPONDENCE COURSES" ARE MOST USEFUL
E2)	
E3)	
E4)	
E5)	
E6)	
E7)	

(E8s and E9s picked Field Manuals and ARTEPS, respectively; officers as a group strongly favored ARTEPS).

The least most useful aid to training, i.e., the item ranked lowest, was, across unit types and across ranks:

<u>RANKS</u>	<u>and</u>	<u>UNIT TYPES</u>	AGREE "SCOPES" ARE LEAST USEFUL
E3		INFANTRY)
E4		MECHANIZED INFANTRY)
E5		ARMOR)
E6		ARMORED CAVALRY)
E7		AIR DEFENSE CAVALRY)
E8		FIELD ARTILLERY)
E9		ENGINEERS)
O1		SIGNAL)
O3		MEDICAL)
O4		AVIATION)
O5)

(SCOPES WAS NEXT TO LAST FOR SUPPLY AND TRANSPORTATION, MAINTENANCE, AND MILITARY POLICE, AND FOR E1, E2, O2 AND O6).

CONCLUSIONS.

This monograph describes a survey of soldiers' opinions. The questionnaire used, itself an amalgam of earlier surveys, produced answers that logically related to the questions, and that statistically related to rank and unit type. The 2,382 questionnaires were analyzed by total sample, by rank and rank aggregates, and by unit types and by combat, combat support, and combat service support groupings. These analyses were reported in the Results section; now the focus is on more general findings and their meanings.

Modal Response, Total Sample

The combined representation of units, ranks, and duty assignments taken as a whole had a relatively positive attitude towards duty time. On the 5-point scale items, where 5 indicates a positive attitude, 3 indicates a neutral attitude and 1 indicates a negative attitude, the distribution of choices was:

1	2	3	4	5
5,347	13,502	12,852	26,425	14,068

The modal (most frequently selected) response is 4, indicating a relatively positive attitude. The modal response was 4 for every rank grouping, and for combat and combat service support groupings.

Responses, by Rank.

The grouping of individual ranks (E-1-E9 and O1-O6), the aggregate groupings of ranks (enlisted soldiers) junior NCOs, Sr NCOs, Co grade officers, and field grade officers), and the categorical groupings of ranks (enlisted and commissioned soldiers) show differential responses to the survey questionnaire that indicate a strong and clear tendency for opinion towards duty time to be increasingly positive as ranks progress from E1 to E9; field grade officers have a more positive attitude than do company grade officers; and over all, the commissioned officers have more positive attitudes towards duty time than do enlisted personnel.

Responses, by Units

The individual grouping of units (INF, MECH, INF, AR, AR CAV, ADA, FA, ENG, SIG, S&T, MED, MAINT, AV, and MP) and the aggregates of types (combat, combat support, and combat service support) show differential responses that indicate a slight falling off of positive attitudes as unit go from combat, through combat service support, to combat support.

Strongest of opinions.

Within the spectrum of questions, the survey, taken as a whole, across the total sample (all ranks, all duty assignments and all unit types) indicates that the highest positive attitudes relate to these topics:

33. HOW DO YOU TREAT YOUR EQUIPMENT X = 4.36
34. DO YOU FEEL LIKE DOING YOUR BEST: X = 4.33
44. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A PERSON. X = 4.20
39. IN THE COURSE OF YOUR DAY, DO YOU WORK WITHIN DIFFERENT GROUPS? X = 4.14
45. YOU RESPECT YOUR IMMEDIATE SUPERVISOR AS A LEADER. X = 4.08
14. MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU. X = 4.07

The survey indicates that the most negative attitudes related to the following topics:

40. TODAY'S SOLDIERS BELIEVE THAT THE ARMY INVITES RIP-OFF OR GOOF-OFF. IT IS POPULAR TO WORK AS LITTLE AS POSSIBLE-- YOU STILL GET THE SAME BENEFITS. X = 2.64
22. THERE ARE SO MANY MANDATORY (OTHER THAN TRAINING) REQUIREMENTS FROM ABOVE, THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS. X = 2.69
24. YOU SPEND DUTY TIME DOING THINGS THAT YOU THINK SHOULD NOT BE A PART OF YOUR DUTY ASSIGNMENT. X = 2.76
27. TO WHAT EXTENT WOULD YOU BE WILLING TO ACCEPT A RANDOM (CHANCE) ASSIGNMENT TO ANOTHER JOB? X = 2.87
25. THE EQUIPMENT AND RESOURCES YOU NEED TO BE COMBAT READY/EFFECTIVE ARE AVAILABLE, ADEQUATE, EFFICIENT, AND WELL-MAINTAINED. X = 2.96
21. THERE ARE SO MANY MANDATORY TRAINING REQUIREMENTS FROM ABOVE THAT YOUR ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS. X = 2.97

The Survey Opinion Questionnaire addressed training, from an informational standpoint (asking about emphases, obstacles, and aids); and job satisfaction, work ethic, and training, from an attitudinal standpoint. These topics interrelate among themselves, and items that were selected primarily to represent one topic are not unrelated to the others. Surely, relevant indices of these topics were omitted. The intent was to measure attitudes toward these topics. It would have been impossible to include every relevant index of job satisfaction, every aspect of the work ethic, and all of the factors that affect attitudes toward training. The questionnaire is necessarily limited in scope, but within the limitations imposed by the number and content of the questions, the respondents have used the survey to voice how they feel.

Job Satisfaction. Soldiers have a special problem with job satisfaction because much of the time soldiers are not soldiering. Even within this special context, soldiers have a view of their job (e.g., becoming combat ready) and they feel a need to get on with it. Job satisfaction, among other things, involves knowing what is expected, being able and qualified to do it, and being given the "span of discretion" to get work done independently. It is frustrating when energies are diverted: THERE ARE SO MANY MANDATORY REQUIREMENTS FROM ABOVE THAT THE ORGANIZATION IS NOT ABLE TO DO THE TRAINING NEEDED TO INSURE COMBAT READY/EFFECTIVENESS (items 21 and 22). The Survey Opinion Questionnaire does not yield a summary value for job satisfaction in the US Army, but an obstacle to improved job satisfaction has been identified: there is a desire to be let alone.

Work Ethic. Four of the top six (most positive attitudes) items addressed the work ethic (items 33, 34, 44, and 45). One of the bottom six (most negative attitudes) items was a work ethic question (item 40). The positive attitudes are related to self and immediate supervisor, while the negative attitude is more general: it addresses the milieu. Does this mean that as individuals, soldiers are willing or eager to do their best, but that they do not see a positive work ethic in operation in the organization? The work ethic has two sides to it: "An honest day's work for an honest day's pay." It may be that the "honest day's pay" is in question. Unconditional acceptance of a wide range of performance puts renewed emphasis on the limited special rewards for special accomplishments. If these special rewards are not real and visible, like promotion, they are viewed as counterfeit. The "honest day's pay" is flattened into "You get the same benefits." Again the Survey Opinion Questionnaire cannot give a final, summary reading of the work ethic in the Army, but it is clear that there is a need to see a clear, positive work ethic in operation.

Training. The Survey Opinion Questionnaire had a double focus on training. First, the questionnaire addressed training practices; the way things are going. Second, the survey addressed opinions on training. There are problems in conflicts for time and availability of resources, and there is a clear mandate for training: MEANINGFUL TRAINING CAN PROVIDE A REMEDY FOR PROBLEMS OF MOTIVATION, MORALE, AND JOB SATISFACTION FOR YOU (item 14).

Conclusion. There is, of course, a limit to the number of analyses that can be performed on the data from 49 questions asked of 2382 soldiers. Some of the analyses have been completed -- others, like specific combinations of unit type, rank, and duty assignment, may never be completed. The analyses by total sample, by rank and rank aggregates, and by unit type and by unit aggregates, at this point, must suffice: the Survey Opinion Questionnaire, with its focus on job satisfaction, work ethic, and training, has been used in a survey of soldiers' opinions and their voices have been heard.

SUMMARY

In October 1976, the Survey Opinion Questionnaire was distributed to 2674 soldiers in TO&E divisional and non-divisional units in CONUS and USAREUR. 2382 questionnaires were analyzed, first as a total sample, then by rank and rank groupings, and finally by unit type and unit groupings. *1976 Survey*

The Survey Opinion Questionnaire asked for information and opinion about training, job satisfaction, and work ethic, (the three important aspects of attitude towards duty time). Generally, the attitude towards duty time is positive, and attitudes are more positive in the higher enlisted ranks than in the lower.

The analyses by unit types show differential responses that indicate a slight falling off of positive attitudes as units go from combat, through combat service support, to combat support units.

There is a clear and pervasive perception of what activities are important to self, bosses, and assistants; and an almost equally clear perception that what is important to self and assistant (individual, squad or team training) is different from what is important to bosses (vehicular or weapon system maintenance).

14

There is a unanimity as to what are the most useful aids to training (correspondence courses and ARTEPS) and what are the least useful aids to training (SCOPES). Similarly, there is a unanimity as to what are the greatest obstacles to training (personnel turbulence and under-staffing).

There is a striking consistency of distribution of responses for the total sample, for ranks, and for units on the informational items of the Survey Opinion Questionnaire.

Sixteen percent of the sample expressed the opinion that they are doing work below their qualifications (item 29); 13.1% expressed the opinion that they are not expected to do their best (item 43); and 10.3% said that they are not meaningfully employed "more than half of each day" (item 12).

The Survey Opinion Questionnaire was successful to the extent that the results ring true and the results stimulate thought. The Survey Opinion Questionnaire, in item 40, shows that, of the topics addressed, the work ethic in the Army, i.e., the milieu in which a soldier spends his duty time, is an area of major concern. Other areas that stimulate thought are the clear mandate for meaningful training (item 14) and the strong desire to be let alone (items 21 and 22).

ANNEX A
SURVEY OPINION QUESTIONNAIRE

INSTRUCTIONS FOR COMPLETING SURVEY

The purpose of this study is to collect opinions about work and training. Some of the questions in the survey will ask you for seemingly factual data, but the intent is to ask for your opinion. Please consider each question carefully, and provide the best answer you can--in view of your own experience. The information you provide will form the basis for better support for improved work and training conditions throughout the Army. If you feel strongly that a question does not apply to you, ignore that question.

ANONYMITY

All answers to this survey will be confidential, and will be used solely for purposes of improving work and training conditions. Please do not write your name or any other personnel identification mark on any part of this survey.

INSTRUCTIONS FOR RETURNING SURVEY

After you have completed the questionnaire, please return it to

Thank you for your help and cooperation.

SOQ

1. Duty assignment (circle one)

- 1. Div CDR or equivalent
- 2. Bde CDR
- 3. Bn CDR or equivalent
- 4. Co CDR or equivalent
- 5. Plt Leader or equivalent
- 6. Squad Leader or equivalent
- 7. Fire Tm Leader or equivalent
- 8. Bn Staff
- 9. Bde Level Staff
- 10. Div Staff

2. Type unit (circle one)

- 1. Infantry
- 2. Mech Infantry
- 3. Armor
- 4. Armored Cavalry
- 5. ADA
- 6. FA
- 7. Engineer
- 8. Signal
- 9. Supply and Transportation
- 10. Medical
- 11. Maintenance
- 12. Aviation
- 13. Military Police
- 14. Other _____
Specify _____

3. Rank (circle one)

- 1. O8
- 2. O7
- 3. O6
- 4. O5
- 5. O4
- 6. O3
- 7. O2
- 8. O1
- 9. E9
- 10. E8
- 11. E7
- 12. E6
- 13. E5
- 14. E4
- 15. E3
- 16. E2
- 17. E1

4. Select the THREE greatest obstacles to training. (Check three)

- a. Personnel turbulence and under-staffing. k. No opinion.
- b. Resource (money, fuel, ammo) constraints.
- c. Command directed activities.
- d. Post support requirements.
- e. People programs.
- f. General administration.
- g. Maintenance.
- h. Shortage of capable NCOs.
- i. Shortage of training areas.
- j. Inadequate training management.

5. Select the THREE most useful aids to training. (Check three)

- a. Correspondence courses o. No opinion.
- b. "How To" manuals
- c. TEC
- d. Sub-caliber devices
- e. Other training devices
- f. SCOPES
- g. REALTRAIN
- h. Soldiers Manuals
- i. Field Manuals
- j. ARTEPS
- k. Training Circulars
- l. Users Manuals
- m. Simulators
- n. Other _____

Specify

6. Select the THREE activities most important TO YOUR SENIORS. (Check three)

- a. Vehicular or weapon system maintenance.
- b. Post or Installation support.
- c. Individual, squad, or team training.
- d. Command inspection.
- e. Drug/alcohol abuse prevention or control.
- f. Platoon, Co or Bn training.
- g. Unit administration.
- h. Unit operational missions.
- i. Physical training.
- j. Community relations.
- k. Other _____

Specify

7. Select the THREE activities most important TO YOUR SUBORDINATES. (Check three)

- a. Vehicular or weapon system maintenance.
- b. Post or Installation support.
- c. Individual, squad, or team training.
- d. Command inspection.
- e. Drug/alcohol abuse prevention or control.
- f. Platoon, Co or Bn training.
- g. Unit administration.
- h. Unit operational missions.
- i. Physical training.
- j. Community relations.
- k. Other _____

Specify

8. Select the THREE activities most important TO YOU. (Your priorities)
(Check three)

- a. Vehicular or weapon system maintenance.
- b. Post or Installation support.
- c. Individual, squad, or team training.
- d. Command inspection.
- e. Drug/alcohol abuse prevention or control.
- f. Platoon, Co or Bn training.
- g. Unit administration.
- h. Unit operational missions.
- i. Physical training.
- j. Community relations.
- k. Other _____ Specify

9. Select the THREE activities you spend THE MOST TIME ON: (Check three)

- a. Vehicular or weapon system maintenance.
- b. Post or Installation support.
- c. Individual, squad, or team training.
- d. Command inspection.
- e. Drug/alcohol abuse prevention or control.
- f. Platoon, Co or Bn training.
- g. Unit administration.
- h. Unit operational missions.
- i. Physical training.
- j. Community relations.
- k. Other _____ Specify

10. What is your general impression of how well your unit is training for your mission? (Check one)

- a. Totally inadequate.
- b. Marginal.
- c. Adequate.
- d. Good.
- e. Excellent.

11. How well are you trained to accomplish your mission? (Check one)

- a. Totally inadequate.
- b. Marginal.
- c. Adequate.
- d. Good.
- e. Excellent.

12. Do you find any time during the work day when you are doing very little work or training? (Check one)

- a. Normally less than an hour a day.
- b. Sometimes an hour or more a day.
- c. Normally an hour or more a day.
- d. Normally more than half of each day.

13. Your unit is so busy, you couldn't do any more meaningful training or work in a normal day. (Circle one)

1

2

3

4

5

Disagree
Strongly

Disagree

0

Agree

Agree
Strongly

14. Meaningful training can provide a remedy for problems of motivation, morale, and job satisfaction FOR YOU. (Circle one)

1 2 3 4 5

Disagree Strongly	Disagree	0	Agree	Agree Strongly
----------------------	----------	---	-------	-------------------

15. Most members of your organization are working in the job areas for which they were trained. (Circle one)

1 2 3 4 5

Disagree Strongly	Disagree	0	Agree	Agree Strongly
----------------------	----------	---	-------	-------------------

16. The commander has the flexibility to make quick changes to the training schedule to take advantage of special opportunities. (Circle one)

1 2 3 4 5

Disagree Strongly	Disagree	0	Agree	Agree Strongly
----------------------	----------	---	-------	-------------------

17. The training conducted in your organization is challenging and worthwhile. (Circle one)

1 2 3 4 5

Disagree Strongly	Disagree	0	Agree	Agree Strongly
----------------------	----------	---	-------	-------------------

18. Your unit training makes maximum use of realistic problem or combat situations. (Circle one)

1 2 3 4 5

Disagree Strongly	Disagree	0	Agree	Agree Strongly
----------------------	----------	---	-------	-------------------

19. Sufficient resources and effective training aids are available for use in your organization. (Circle one)

1	2	3	4	5
Disagree Strongly	Disagree	0	Agree	Agree Strongly

20. The training received by members of your organization helps to accomplish the mission of the organization and helps to make each individual aware of the importance of his job. (Circle one)

1	2	3	4	5
Disagree Strongly	Disagree	0	Agree	Agree Strongly

21. There are so many mandatory training requirements from above, that your organization is not able to do the training needed to insure combat ready/effectiveness. (Circle one)

1	2	3	4	5
Agree Strongly	Agree	0	Disagree	Disagree Strongly

22. There are so many mandatory (other than training) requirements from above, that your organization is not able to do the training needed to insure combat ready/effectiveness. (Circle one)

1	2	3	4	5
Agree Strongly	Agree	0	Disagree	Disagree Strongly

23. How do you feel about the way you spend your time on duty? (Circle one)

1	2	3	4	5
Very Badly	Bad	0	Good	Very Good

24. You spend duty time doing things that you think should not be a part of your duty assignment. (Circle one)

1

2

3

4

5

Agree
Strongly

Agree

0

Disagree

Disagree
Strongly

25. The equipment and resources you need to be combat ready/effective are available, adequate, efficient, and well-maintained. (Circle one)

1

2

3

4

5

Disagree
Strongly

Disagree

0

Agree

Agree
Strongly

26. To what extent do you feel that your superiors respect you for your work? (Circle one)

1

2

3

4

5

Not at all

Little

0

Some

Very much

27. To what extent would you be willing to accept a random (chance) assignment to another job? (Circle one)

1

2

3

4

5

Gladly

Willing

0

Reluctantly

Unwilling

28. You have to look busy when there isn't enough to do. Jobs in your organization are boring. (Circle one)

1

2

3

4

5

Agree
Strongly

Agree

0

Disagree

Disagree
Strongly

29. Do you feel that your job could be done by a less experienced, lower grade, or less qualified person? (Check one)

YES NO ONLY AFTER OJT

30. Your interest in your work increases the longer you hold your job. You find your work satisfying and challenging. (Circle one)

1 2 3 4 5

Disagree Disagree 0 Agree Agree
Strongly Strongly

31. You feel that your job is important. You take pride in your job. Your job makes good use of your abilities. (Circle one)

1 2 3 4 5

Disagree Disagree 0 Agree Agree
Strongly Strongly

32. You are making a meaningful contribution to your organization. You are able to keep busy all the time. Your job is so absorbing that you lose track of time. (Circle one)

Disagree Disagree 0 Agree Agree
Strongly Strongly

33. How do you treat your equipment? (Circle one)

Very Poorly Poorly 0 Well Very Well

34. Do you feel like doing your best? (Circle one)

1

2

3

4

5

Never

Seldom

Often

Mostly

Always

35. To what extent do officers do the best job they can? (Circle one)

1

2

3

4

5

Never

Seldom

Often

Mostly

Always

36. To what extent do NCOs do the best job they can? (Circle one)

1

2

3

4

5

Never

Seldom

Often

Mostly

Always

37. To what extent do soldiers try to do the best job they can? (Circle one)

1

2

3

4

5

Never

Seldom

Often

Mostly

Always

38. The group you work with encourages superior performance. (Circle one)

1

2

3

4

5

Disagree
Strongly

Disagree

0

Agree

Agree
Strongly

39. In the course of your day, do you work within different groups? (Circle one)

1

2

3

4

5

Regularly

Frequently

Often

Sometimes

Never

40. Today's soldiers believe that the Army invites rip-off or goof-off. It is popular to work as little as possible--you still get the same benefits. (Circle one)

1 2 3 4 5

41. There is a spirit of cooperation between people in your organization. You are able to see how your work fits into the total operation. (Circle one)

1 2 3 4 5

Disagree Disagree 0 Agree Agree
Strongly Strongly

42. Your supervisor personally commends OUTSTANDING performance and corrects behavior if performance is POOR. (Circle one)

1 2 3 4 5

Disagree Disagree 0 Agree Agree
Strongly Strongly

43. In your opinion, do your leaders expect ...? (Check one)

- a. More of you than possible.
- b. Most of your capability.
- c. Less than your capability.
- d. Very little of you.
- e. Nothing of you.

44. You respect your immediate supervisor as a person. (Circle one)

1 2 3 4 5

Disagree Disagree 0 Agree Agree
Strongly Strongly

45. You respect your immediate supervisor as a leader. (Circle one)

1

2

3

4

5

Disagree
Strongly

Disagree

0

Agree

Agree
Strongly

46. Do you know what is expected of your MOS? (Check one)

a. Yes

b. No

47. Does your supervisor know what is expected of your MOS? (Check one)

a. Yes

b. No

48. If you could change the Army today, who do you think should manage your individual training? (Check one)

a. Full time training manager at company.

b. Full time training manager at battalion.

c. Battalion training manager and company training manager.

d. Battalion S-3s.

e. Unit Commander.

f. NCO chain-of-command.

g. Yourself.

49. Please write in any additional opinions you have about your training or your work.

THANK YOU